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ABSTRACT

This publication presents information on 53 basic skills programs in Wisconsin that were identified as successful by the planning committee for the Governor's Conference on Basic Skills. Programs focus on mathematics, reading, writing, computer-assisted instruction, basic skills approaches, learning centers, career education, adult literacy, nontraditional schools, and language experience approaches, among other topics. For each project, the following information is provided: contact person's name, address, and telephone number; type of agency; subject area; location; description of program; goals; specific services; duration of program; anticipated outcomes/evaluation; replication potential; coordination efforts; unique/successful characteristics; and additional information. In addition to program descriptions, resources and materials used with the programs are included when made available by program staff. (KC)

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Improving Basic Skills:

Volume III - A Collection of Programs and Resources Selected for
The Governor's Conference on Basic Skills,
December, 1981

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ACKNOWLEDGEMENTS

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Finally we wish to thank Terri Bleck and Connie Gee for their preparation of materials and numerous support activities.

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BASIC SKILLS PROGRAMS SELECTED FOR PRESENTATION
AT THE GOVERNOR'S CONFERENCE ON BASIC SKILLS
(December, 1981; Madison, Wisconsin)

This publication presents information on basic skills programs in Wisconsin that were identified as successful by the Planning Committee for the Governor's Conference on Basic Skills (December, 1981). In addition to program descriptions, resources and materials used with the programs have been included when made available by program staff.

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at the Governor's Conference on Basic Skills

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TITLE OF PROJECT Competency Based Education in Mathematics

CONTACT PERSON Mary Ann Allen, Ph.D., Director of Instruction

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7106 South Avenue
Middleton, Wisconsin 53562

PHONE 608-831-6071

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Math

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM The program consists of a list of mastery objectives for each grade 4 through 8 and for "end of high school", a series of sixteen maintenance exercises for each grade 4 through 10, and objective referenced tests for grades 5, 7, and 9.

GOALS The program is intended to insure that all students attain a minimum mastery of mathematics skills at each grade from grade four through end of high school.

SPECIFIC SERVICES All students grades four through ten are served in all district elementary and secondary schools. Maintenance exercises are given every other week during the school year. Information is returned to teachers for modification of instruction at the classroom level. Information is studied by administrators at the building and district level to effect program modification as needed.

DURATION OF PROGRAM Two years

ANTICIPATED OUTCOMES/EVALUATION STATUS It is anticipated that by grade eleven all students will achieve minimum mathematics competency. Preliminary testing indicates that by grade nine all students have not attained minimum competency.

REPLICATION POTENTIAL The project could be replicated at little cost to another K-12 school district.

COORDINATION EFFORTS The DPI Item Bank and DPI consultants were used in constructing the tests. CESA 12 consultants and computer services were used for scoring.

UNIQUE/SUCCESSFUL CHARACTERISTICS Systematic review and maintenance before testing. Staff involvement. Parent communication. The fact that it is really Competency Based Education, not just Competency Testing.

ADDITIONAL INFORMATION The minimum competency referred to here is what many would consider eighth grade competency in mathematics. Additional objectives at the high school level concern the ability of students to apply eighth grade mathematics to "real life" problem situations.

TITLE OF PROJECT Sun Prairie Secondary Reading Model

CONTACT PERSON Tom Altenburg

ADDRESS Sun Prairie Junior High
160 South Street
Sun Prairie, Wisconsin 53590

PHONE 608-827-2541 Extension 282

TYPE OF AGENCY Secondary

SUBJECT AREA Reading

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM The project's focus is on an effective secondary inservice and curriculum development model. Improved student reading competency is a natural outgrowth of project.

GOALS To narrow the gap between student reading ability and skill level required to read printed instructional materials. To enrich content area, teachers' knowledge and attitudes as they relate to reading. To identify reading skills (processes) used to aid content mastery. To provide a curriculum model to infuse reading skills in the classroom.

SPECIFIC SERVICES The Sun Prairie program provides services in inservice training and curriculum development. Junior High and Senior High teachers and their respective student populations are served. Participation is voluntary, but open only to teachers who use reading as the primary tool for learning. The services are provided in the school district by the district reading specialist(s).

DURATION OF PROGRAM The inservice phase was begun during the summer of 1980 and continues. The curriculum development component began during the summer of 1981 and will continue during the 1981-1982 school year.

ANTICIPATED OUTCOMES/EVALUATION STATUS Pre-post achievement testing was administered to determine program effectiveness the first year. Results indicated significant gains. A student attitude survey was also administered. Results indicated an approximate 14% decrease in perceived difficulties when reading in Science, English and Social Studies materials. Evaluation data for school year 1981-82 will be available in June 1982.

REPLICATION POTENTIAL The Sun Prairie model was adapted from other successfully validated programs. The model is workable and has proved to be successful in our district. It could easily be adopted/adapted to meet the reading needs in other school districts. Costs will vary according to size of district and to the degree of implementation. The district reading specialist coordinates the program with the aid of outside consultants.

COORDINATION EFFORTS Close coordination between three agencies, namely 1) VRP from Minneapolis, MN, 2) the E.C.O.S. Training Institute from Yorktown Heights, New York, and 3) Mr. Ben Brewer, Reading Supervisor, Wisconsin Department of Public Instruction.

UNIQUE/SUCCESSFUL CHARACTERISTICS This project is unique in three different ways. It was developed as an outgrowth from two separate and successful Title IV C programs. It relies on a creative peer-teacher trainer concept. It attempts to identify and define what a secondary reading program could be.

ADDITIONAL INFORMATION Many adaptations have been made to the validated programs to meet the school district needs. VRP has named the school district as its demonstration sight for the state. The three district reading specialists have been certified to give training in the V.R.P. and E.C.O.S. concepts. Because of the uniqueness of the two programs, the Sun Prairie Secondary Reading Model has been nominated as a national exemplary program eligible for National Diffusion Network (N.D.N.) dissemination.

***** ECOS *****

ECOS means Education, Community Opportunity for Stewardship

ECOS is A Curriculum Change Model

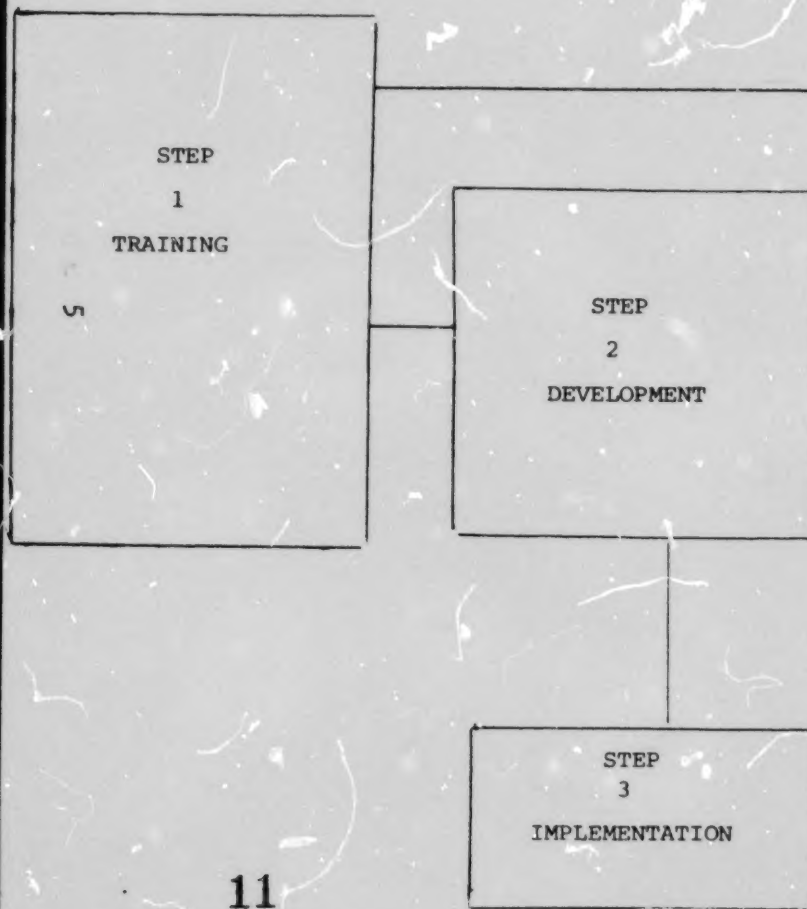
ECOS explores Various Change Factors

- how change occurs
- identifying people well-suited for change
- identifying units of study suited for change
- the human element of change

ECOS can Infuse New Concepts to Present Methods with Minimum Disruption

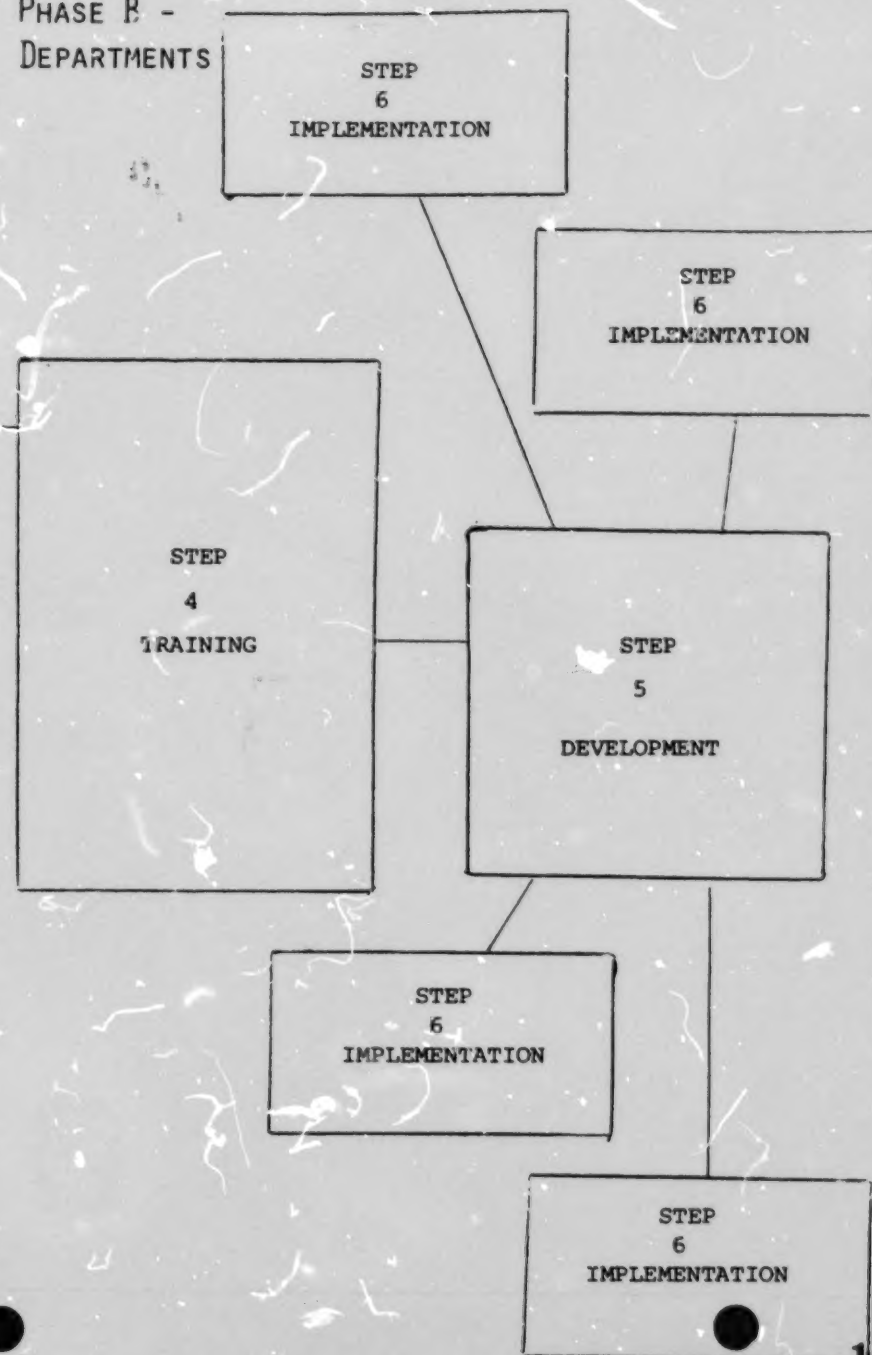
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SUN PRAIRIE INSERVICE MODEL
PHASE A - LEAD TEACHERS



11

PHASE B -
DEPARTMENTS



12

TEACHER _____

CURRICULUM INFUSION

Course Title GovernmentDEPARTMENT Social Studies

WORK SHEET

Grade(s) 8 9 10 11 12Unit Title Congress

KEY CONCEPTS AND VOCABULARY FROM UNIT	READING INTRUDER CONCEPTS	PRESENT UNIT ACTIVITIES	INFUSED READING/CONTENT ACTIVITY	RESOURCES USED
<u>Vocabulary</u> Term Session Adjourn Statute Senate House of Representatives Filibuster Compromise Lobbying Veto Amendment Appropriation <u>Concepts</u> Implied Powers Elastic Clause Checks and Balances How A Bill Becomes A Law Separation of Powers	Study Skill SQ3R	1. Read Chapter 6, pp. 89-106, <u>Civics in Action</u>	Students will use SQ3R Study Skill Method by completing worksheet on pp. 89-106, <u>Civics in Action</u> . Provide questions.	1. <u>Civics, Citizens and Society</u> 2. <u>Civics in Action</u> 3. Filmstrip: "How A Bill Becomes A Law" 4. Movie: "Powers of Congress" 5.
		2. Read Chapter 2, pp. 73-91. <u>Civics, Citizens and Society</u>		
	Comprehension - Main Idea	3. View film, <u>Powers of Congress</u>	Students identify and discuss the five main ideas of film, <u>Powers of Congress</u> .	
	Comprehension Finding Details	4. View filmstrip, <u>How A Bill Becomes A Law</u>	Students identify specific details on worksheet by viewing filmstrip, <u>How A Bill Becomes A Law</u> .	
		5. Lecture and chalk talk on Committee functions in Congress		Readability Level 7th Independent <u>Cit. & Soc.</u> 8th Instructional, <u>Civics in Action</u>
	Study Skill Notetaking	6. Lecture on Lobbying by teacher	Students use Cornell Notetaking method of lecture on lobbying. Review time.	Vocabulary Reinforcement Activities
	Vocabulary - Understanding Technical Terms and Phrases	7. Key Word Glossary Activity	Students must show understanding of unit's technical terms by completing Key Word Glossary.	1. Key Word Glossary 2. Crossword Puzzle 3. 4. Evaluation: Test Parts a. Multiple Choice b. Fill in the Blanks c. Vocabulary Definition d. Essay: Forming an Opinion 5.
	Comprehension Making Generalizations Reading Graphs and Charts	8. Analyzing Chart on Congress, p. 91 <u>Civics in Action</u>	Students interpret graph on p. 91, <u>Civics in Action</u> , and draw five generalizations from chart which will be written down and handed in.	

TITLE OF PROJECT Back to the One Room Schoolhouse Concept

CONTACT PERSON JoAnn R. Alwin

ADDRESS Lincoln Hill School
 Irma, Wisconsin 54442

PHONE 715-536-3386

TYPE OF AGENCY Elementary, Secondary (Corrections)

SUBJECT AREA Math, English, Social Studies, Reading and Writing

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM One teacher teaching all subjects to students who are particularly in need of a good student-teacher relationship and greater involvement with a significant other.

GOALS To break down resistance to an authority figure (teacher); so often the reason some students cannot learn. Many others also.

SPECIFIC SERVICES All those students unable to function in the juvenile facility are sent to a security cottage and become eligible for this classroom. The population of the cottage at present is 24. Classes vary, however, from 5 to 10. There are three 45 minute classes per day, consisting of Math, English, and Social Studies. One room in security cottage serves as classroom.

DURATION OF PROGRAM The program has been in progress for approximately a year and a half.

ANTICIPATED OUTCOMES/EVALUATION STATUS Significant improvement in ability to relate to teachers and peer group.
Resultant ability to concentrate on subject at hand.

REPLICATION POTENTIAL Really great where a school is having a hard core of very distracting students keeping many others from learning. One teacher with special ability to relate to students--good teaching ability.

COORDINATION EFFORTS As these students progress in social and psychological goals, teachers take them back into their regular classroom most cooperatively. Title I and EEN give tutoring help.

UNIQUE/SUCCESSFUL CHARACTERISTICS Students have made great strides in both reading and math as their classroom dynamics improved. The opportunity to concentrate has vastly enhanced the ability of those in the regular classroom also.

TITLE OF PROJECT Diagnostic-Clinical Teaching of Basic Math

CONTACT PERSONS Loren Barker

ADDRESS Milton College
507 Campus Street
Milton, Wisconsin 53563

PHONE 608-868-2934

TYPE OF AGENCY Post Secondary

SUBJECT AREA Math

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM Identification of students who are below the competency level, followed by specialized instruction and counseling to identify and reduce or eliminate contributory factors which had previously hampered learning combined with instruction to develop competency level as defined. This level is measured by formal testing.

GOALS To reduce Math Anxiety by demystifying math through re-training the students' thinking process in solving math problems. The students understanding is rebuilt from the ground up by emphasizing understanding of concepts rather than memorization, and using concrete simple illustrations.

SPECIFIC SERVICES For Math only: Instruction and individual counseling and tutoring are provided. There are approximately 100-120 students served each year. The population consists of freshmen college students who are unprepared to enroll in College Algebra as determined through placement tests. The services are provided at Milton College.

DURATION OF PROGRAM The program has been in operation for three years.

ANTICIPATED OUTCOMES/EVALUATION STATUS Evaluation records show that 60-80% of the students enrolled in this math course reach competency (for College Algebra) in one semester. Students who have reached competency through this course and who have subsequently enrolled in College Algebra have been approximately 95% successful in Algebra.

REPLICATION POTENTIAL The replication of this project involves duplicating the approach taken by the instructor, that Math is comprehensible and useful for everyone (a willingness to try several different approaches when necessary). It is also important to have a fairly low student-teacher ratio (15-1) with the assistance of a student tutor and access to a counselor.

COORDINATION EFFORTS The project is coordinated with Milton College through admissions and placement testing. The Special Services counselor's office is available for support in working with students with extreme anxiety.

UNIQUE/SUCCESSFUL CHARACTERISTICS Students who lacked competency in math had a history of failing and/or avoiding math courses developed a proficiency level making it possible for them to succeed in additional math courses. Some students who had not decided upon a major field developed improved self image and confidence to allow for investigating majors with limited mathematics requirements.

ADDITIONAL INFORMATION The special attention to the diagnostic process has made it possible to identify specific principles where high frequency of lack of understanding has contributed to general lack of understanding. Clinical teaching is selecting special ways to elucidate fundamentals for much stronger understanding.

TOPICAL OUTLINE

Diagnostic - Clinical Teaching of Basic Math

- I Anxiety (Impact on the student)
 - Too early for precise taxonomy
 - Some experience "sudden death."
 - Some are reluctant to trust intuition
 - Some perform poorly under time pressure
 - Some dislike subjects with right or wrong answers

- II Basic Elements of Remediation
 - Remedial Courses paced to the student
 - Counseling (therapy)
 - Career Education
 - Peer Tutoring
 - Staff Inservice
 - Non-Threatening Teaching Techniques (clinical teaching)

- III Elements Effective in Clinical Teaching
 - Know the students' math history' (A private conference better identifies emotional levels.)
 - Adjust Time pressure (Initially eliminate)
 - Use your own personality.
 - Elucidate what published sources leave obscure.
 - Elaborate on what the published sources leave seriously incomplete.
 - Present different aspects or approaches.
 - Be alert for individual student's needs for further breakdown of all composite processes.
 - Reinforce even small increments of success.
 - Apply elements of individual instruction.

- IV Basic Elements of Individual Instruction
 - Provide instant diagnostic feedback.
 - Find alternatives to fixed frequency systems.
 - Reduce influence of age-grade relationships on material presented.
 - Successful performance facilitates learning.

Loren O. Barker
Milton College

Additions to "The Teaching of Mathematics
in Secondary Schools"*

These various possible misunderstandings demonstrate that, though the introduction of modern mathematics at the most elementary stages of education constitutes a great advance in principle from the psychopedagogic point of view, the results obtained may have been, in individual cases, either excellent or questionable according to the methods employed. This is why the International Conference on Public Education (International Bureau of Education and UNESCO), at its 1956 session, inserted the following articles in its Recommendation No. 43 (The Teaching of Mathematics in Secondary Schools):

20. It is important

- a. to guide the student into forming his own ideas and discovering mathematical relations and properties himself, rather than imposing ready-made adult thought upon him.
- b. to make sure that he acquires operational processes and ideas before introducing him to formalism.
- c. not to entrust to automatism any operations that are not already assimilated.

21. It is indispensable

- a. to make sure that the student first acquires experience of mathematical entities and relations and is only then initiated into deductive reasoning.
- b. to extend the deductive construction of mathematics progressively.
- c. to teach the student to pose problems, to establish data, to exploit them, and to weigh the results.

22. It is necessary

- a. to study the mistakes made by students and to see them as a means of understanding their mathematical thought.
- b. to train students in the practice of personal checking and autocorrection.
- c. to instill in students a sense of approximation.
- d. to give priority to reflection and to reasoning, etc.

The importance of the student's personal research emphasized in these articles is valid at all levels.

*Piaget, Jean, Science of Education and the Psychology of the Child; New York: Orion Press, 1970.

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Loren Barker
Milton College

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TITLE OF PROJECT Rhinelander Language Arts Curriculum Project

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John Fortier, Language Arts Coordinator and Department Head

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TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Language Arts: Reading, Writing, Listening, and Speaking Skills

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM This comprehensive project develops staff and student skills in four Language Arts areas. A definite set of student "evidences" of basic skills has been identified and the district staff is being involved in a process that will enable them to instruct their students in a manner that is consistent with current instructional research.

GOALS To improve Language Arts instruction in a meaningful manner that will have long range effectiveness. To accomplish an improved Language Arts curriculum by improving our teaching strategies and better defining our expectations for students in the skill areas of Language Arts. To totally involve the Language Arts staff in the improvement process so that they identify with the agreed to goals and objectives of the curriculum.

SPECIFIC SERVICES This project impacts on the total K-12 student population. This project focuses all district resources to improve Language Arts instruction.

DURATION OF PROGRAM The Language Arts curriculum development process has been in effect for three years.

ANTICIPATED OUTCOMES/EVALUATION STATUS Improved skills and a greater level of competency in all Language Arts areas are anticipated. Constant evaluation highlighted by check points at critical transitional areas are included in the evaluation component.

REPLICATION POTENTIAL This project can be replicated very easily if a district and staff has a true commitment to improve instruction. The cost of this project is the approximate cost of 1% of a teacher's salary/year. A minimal amount of clerical time is needed for the development and reproduction of the curricular document.

COORDINATION EFFORTS The Project Chairperson has worked closely with DPI writing specialists in both local and state wide writing assessment. Active participation with the National Council of Teachers of English and state wide writing efforts are also included in the development process.

UNIQUE/SUCCESSFUL CHARACTERISTICS

The uniqueness of the project is seen in both the process and product. The extremely high degree of reliance on district staff for leadership and development is truly unique. The product, the Language Arts Curriculum is a result of the efforts of the same staff that will have the responsibility of implementation. The high degree of identity with the curriculum will insure its useability and success. The focus on global skills rather than a fragmentation of individual Language Arts skills is perhaps the most significant aspect of this project.

ADDITIONAL INFORMATION See Information that follows program description.

GOALS

These rather broad goals of the Language Arts Curriculum reflect the philosophy that the language arts are primarily skill areas.

Listening

- A. Students should be able to comprehend significant oral messages.
- B. Students should be able to evaluate oral messages for accuracy, effectiveness, and importance.

Speaking

- A. Students should be able to speak confidently in day to day situations.
- B. Students should be able to speak clearly in public formats which meet their needs.
- C. Students should be able to speak with acceptable English usage.

Reading

- A. Students should be able to comprehend written material at grade level.
- B. Students should enjoy reading.
- C. At the eleventh and twelfth grade levels, students should be able to evaluate written selections for accuracy, effectiveness, and importance.
- D. Those students who have learning problems should achieve their potential levels of reading comprehension.

Writing

- A. Students should be able to write clearly in formats that meet their needs.
- B. Students should write with acceptable mechanical accuracy.
- C. Students with learning problems should achieve their potential levels of written communication skill.

This section presents a summary of those methods which our curriculum recommends as productive in developing the global skills of writing and reading, as well as those methods which we do not encourage. A similar list is being prepared for the skills of listening and speaking.

I. Methods which we recommend as productive in developing the global skills necessary to perform the curriculum tasks.

A. Writing

1. Daily Oral Language (The Racine Plan) - (mechanics, usage, syntax, vocabulary)
2. Frequent writing experiences involving all of the elements of writing (pre-writing, composing, editing, proofreading) in which the purpose and audience for the writing are made clear. Instruction must accompany these experiences before and during the process of the writing.
3. Sentence combining exercises using items from students' own writing. (mechanics, syntax)
4. Sentence slotting and expansion exercises using sentences from student writing. (specification, vocabulary)
5. Exercises utilizing spelling generalizations and pattern detecting methods. (spelling)
6. Teaching punctuation as a feature of intonation symbolizing and as a function of sentence combining.
7. Maintaining cumulative writing folders.
8. Developing reading and writing labs.
9. Developing a consistent district handbook for language arts.

B. Reading

1. More actual reading time for students using trade books, students' own books, magazines, newspapers, etc.
2. More emphasis on reading comprehension through questions across the range of possible types.
3. Keeping children in the same book at grade level for at least part of the reading period.
4. Teaching comprehension rather than simply measuring it.
5. Using a blend of reading techniques, especially in early grades (phonics, word attack, language approach, modified lap method, etc.)
6. Reading aloud to students at all grade levels.
7. Sentence combining activities. (These have been shown to improve reading as well as writing.)
8. Developing students' experiences in many ways so that they will have the "scripts" necessary to read with comprehension.

II. Methods which our study of the literature and research suggests are either non-productive or counter-productive in achieving the global skills from the curriculum. (Elimination of these will provide the time necessary to implement the recommended techniques.)

1. Teaching of formal grammar. This includes most of what is currently taught in grade school "English" texts,

identification of parts of speech, functions of various word classes in sentences, names of phrase and clause structures, etc. (See research summary)

2. Excess use of workbook exercises and work sheets. These generate negative student attitude toward reading.
3. Strict adherence to management system skill tests when a student gives evidence of having mastered the global skill at his level.
4. Use of objective tests to evaluate ANY of the writing skills.
5. Use of reading questions or texts utilizing reading questions that are not content-specific (which can often be answered without reading the passage).
6. Writing assignments that do not specify audience and purpose and for which no pre-writing, instruction, or editing are planned.
7. Assignment of writing tasks (expository reports) which are beyond the capability of the student.
8. Keeping students at their comfort level of reading simply because they have reading difficulty.

EVIDENCES OF COMPETENCY IN GLOBAL SKILLS

Listening

1. Distinguishes among sounds and voices.
2. Distinguishes between meaningful speech sounds. (phonemics)
3. Detects meaningful word endings in spoken messages.
4. Recognizes words and assigns proper meanings. (Adequate vocabulary)
5. Uses context to determine word meanings.
6. Successfully decodes syntax in spoken messages.
7. Uses intonation patterns to derive meaning.
8. Visualizes the content of spoken description and narration.
9. Blocks out noise interference.
10. Can paraphrase a speaker's message.
11. Empathizes with speaker, actor, or role-player.
12. Identifies main idea and relevant issues.
13. Questions to achieve two-way communication.
14. Uses kinesic cues to get meaning. (gestures, facial expression, body position)
15. Distinguishes between literal statement and metaphor.
16. Is receptive to self-disclosure of others.
17. Provides feedback.
18. Accepts positive and negative expressions of feeling toward oneself with control.
19. Can identify the purpose of small groups.
20. Can make inferences from speaker's message.
21. Identifies speaker's persuasive intent.
22. Evaluates sources' bias and credibility.
23. Evaluates evidence
24. Detects emotional appeals in oral messages.

25. Recognizes hidden assumptions in speaker's message.
26. Evaluates strengths of oral argument.
27. Recognizes importance of media in forming ideas.

Speaking

1. Articulates meaningful sounds accurately. (phonemes)
2. Enunciates word endings.
3. Has adequate oral vocabulary.
4. Pronounces in a geographically acceptable way.
5. Uses standard English when called for.
6. Speaks sentences fluently.
7. Expresses feelings confidently.
8. Speaks loudly enough to be heard in speaking situations.
9. Utilizes word play when appropriate.
10. Uses appropriate intonation patterns to carry meaning when reading aloud.
11. Adjusts verbal and non-verbal behavior to setting, situation, audience, and purpose.
12. Uses appropriate and varied speaking rate.
13. Uses effective eye-contact.
14. Develops images through use of sense detail and figure of speech.
15. Role-plays believably.
16. Organizes messages effectively.
17. Verifies and specifies generalizations.
18. Avoids use of irrelevant or repetitious material.
19. Receives and adjusts to feedback.
20. Performs task or sustaining roles rather than self-serving ones in group process.
21. Introduces and concludes messages clearly and positively.
22. Summarizes effectively.
23. Uses audio-visual aids properly.
24. Fields questions effectively.
25. Uses persuasive strategies.
26. Utilizes distance conventions appropriately. (proxemics)
27. Adjusts to media requirements.
28. Utilizes evidence appropriately.
29. Argues logically.

Reading

1. Having an adequate working vocabulary, the student knows the meanings of, and recognizes at sight, a sufficient number of words at his reading level.
2. Converts letter patterns (grapheme sequences) to sounds accurately.
3. Uses punctuation to govern intonation patterns.
4. Uses context cues to determine meaning of unfamiliar words.
5. Can answer questions about a passage which are specifically answered in that passage.
6. Forms mental pictures of situations described in a passage.
7. Can paraphrase content of a passage read.

8. Can identify with a character in a narrative.
9. Can distinguish reality from fantasy.
10. Can follow the organization of a passage.
11. Can identify and paraphrase the central thought and main ideas in a passage.
12. Can read sentences aloud using proper intonation patterns.
13. Can draw inferences from a passage about its content.
14. Can distinguish between literal and figurative expressions.
15. Can interpret figures of speech in a passage accurately.
16. Can distinguish fact from opinion.
17. Can interpret a writer's purpose, intent, bias, point of view, position, and reliability.
18. Can determine mood and tone of a passage.
19. Can recognize semantic and syntactic ambiguity in a passage.
20. Can recognize fallacious reasoning.

Writing

1. Converts meaningful sounds to letters according to conventions of the language. (Spelling)
2. Forms letters and letter patterns clearly. (penmanship)
3. Expresses the meaning implied by intonation patterns and stress so far as possible through punctuation and capitalization.
4. Uses a variety of syntactical patterns correctly at proper level.
5. Understands purpose of the message or discourse.
6. Keeps message unified by developing a clear central idea.
7. Visualizes messages across sensual spectrum and uses sense detail
8. Uses word play when appropriate.
9. Masters conventional formats for discourse.
10. Organizes the message in some logical fashion--chronological, spatial, significance, cause-effect, comparison-contrast, etc.
11. Uses transitions within and between sentences and larger units of discourse which reflect the organizational pattern.
12. Edits and proofreads material intelligently.
13. Makes significant generalizations.
14. Supports major generalizations by verifying and specifying.
15. Writes without redundancy, irrelevant data, and unintentional repetition.
16. Chooses the words which most exactly express the intended idea.
17. Uses figurative language to enliven discourse--clarity, artistry.
18. Correctly assesses nature and needs of intended audience when selecting and organizing materials.
19. Avoids ambiguous messages except when intentional as in poetry.
20. Foreshadows when necessary.
21. Defines terms adequately.
22. Gives sufficient information to support necessary inferences.
23. Utilizes heuristic devices as a prewriting activity.
24. Establishes proper tone for the message or discourse.
25. Handles language at a number of social and technical levels.
26. Uses evidence appropriately.
27. Presents arguments logically.
28. Uses psychological appeals when appropriate.

CURRICULUM INSERVICE PLAN

The inservice plan will include twelve five-hour workshops. Each will involve the participants in the very activities they will be using in their classrooms. In all cases they will be directed by practicing teachers from the appropriate levels.

1. Assignments and Pre-writing. Participants will design assignments which specify audience and purpose. They will practice several pre-writing strategies.
2. Editing and Proofreading. Participants will edit and proofread their own writing and will participate in editing groups.
3. Handling the Paper Load for Writing. Participants will practice holistic scoring, primary trait scoring, and conferencing with actual student papers.
4. Weehawken Slotting and Expansion. Participants will perform some of the exercises from this model program.
5. Sentence Combining. Participants will practice the cued and non-cued combining of sentences.
6. Reading Assessment and Miscue Procedure. Participants will practice the techniques recommended for reading evaluation in the curriculum.
7. Teaching as Opposed to Measuring Comprehension. Participants will work through several strategies for teaching comprehension and will design methods of their own under guidance of instructor.
8. Adapting Reading Exercises to Assure Attention on Task and Improved Comprehension. Participants will use their current reading exercises in new and expanded ways.
9. Word Play as a Tool in Language Development. Participants will practice some of Moffett and Wagners' techniques.
10. Creative Dramatics and Improvisation. Participants will practice some creative dramatics projects and improvisations which can be used in the classroom.
11. Performing Texts. Participants will work through some suggestions for performing texts instead of simply reading them. This is based on suggestions by Moffett and Wagner.
12. Listening as a Language Art. Participants will devise activities for students after having explored compressed speech and other listening techniques.

Teachers may select those workshops that meet their needs. They will be offered more than once at different times to allow a flexible program for each teacher. Workshops will carry Curriculum Inservice Credit as follows:

- Any one workshop - One third credit.
- Any three workshops - One credit.
- Any nine workshops - Three credits.

These credits are equivalent to graduate credits and will pay \$30 per credit per year as specified in the Negotiated Agreement. They will also satisfy the district inservice credit requirement.

The following provision from the negotiated agreement between the Rhinelander Board of Education and the Rhinelander Teachers' Association permits teachers to receive graduate credit pay for taking inservice courses designed to implement the curriculum:

ITEM 19

- B. 1. c. Curriculum Inservice Credits are those offered by the District in order to implement curricula approved and required by the Board. The administration shall have the right to identify a course as a curriculum inservice course. Fifteen (15) hours of such a course shall be equal to one (1) semester college credit.

Occasionally a new curriculum program will require special training to enable the instructor to handle the program. In such cases the Board may require the Teacher to take Curriculum Inservice Courses to obtain such training. In these cases the following provisions shall hold:

- 1) There will be no cost to the Teacher for such courses.
 - 2) The Teacher will be able to receive \$30 per credit compensation for these courses under provision B. 1. b., even though he/she may already have accumulated thirty (30) graduate and/or Curriculum Inservice Credits.
 - 3) The courses will be offered at times as convenient as possible for the Teacher.
- d. A Teacher who wishes to take a curriculum inservice course in his field, but is not required to do so, may apply to the Superintendent for approval to take the course. If approved, the Teacher will receive \$30 per credit compensation as long as the individual's total number of paid credits does not exceed thirty (30).

A Teacher who wishes to take a curriculum inservice course which is not related to his field may apply to the Superintendent for approval. If approved, the Teacher will receive simple inservice credit and no remuneration.

TITLE OF PROJECT Writing in the Content Areas

CONTACT PERSON James Briggs, Greg Venne, James Kraft

ADDRESS Wausau West High School
 1200 W. Wausau Avenue
 Wausau, Wisconsin 54401

PHONE 715-675-3351 Extension 247 or 248

TYPE OF AGENCY Secondary

SUBJECT AREA Writing

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The 6-12 English Council of the Wausau District has developed a publication entitled Language Arts Handbook (available upon request) which defines basic skills by grade level through grade 9. It is toward the top of this scale that most identification of competency is made.

GOALS To improve the writing ability of students through development of curriculum in the content areas specifically, to 1) establish the writing process in the learning of course content, 2) increase the use of writing, 3) establish standards for structure and order in writing, and 4) establish standards of mechanics and spelling.

SPECIFIC SERVICES Project staff have conducted writing surveys for the entire faculties at Wausau East and Wausau West High Schools; conducted inservice training for groups (15-75) of elementary and secondary teachers in the District; worked individually with teachers of social studies, science, home economics and business education in an attempt to meet our stated goals; and have introduced a Project proposal which will involve over 2,500 students in grades 9-12, plus secondary faculty from virtually every subject area.

DURATION OF PROGRAM The survey - inservice - project sequence was begun in June of 1980.

ANTICIPATED OUTCOMES/EVALUATION STATUS Project staff have designed a "Writing in the Content Areas Project" which will involve 9-12 staff in all subject areas at Wausau East and Wausau West, and possibly elementary and junior high school staff as well. Initial District approval has been obtained and completion of funding requirements is being obtained.

REPLICATION POTENTIAL Project staff feels that the project has great potential for replication, although exact calculations of costs and budgets have not been made.

COORDINATION EFFORTS The effort began as an outgrowth of the Central Wisconsin Writing Project, under the sponsorship and supervision of the University of Wisconsin-Stevens Point . Since then District support has been secured through the Superintendent of Schools, Director of Curriculum, and Director of Research. Staff have also had opportunities to present the project at the Basic Skills Conference at UW-SP, the annual convention of the Wisconsin Supervision and Development Association; the annual convention of the Wisconsin Council of Teachers of English, and most recently, at the Literacy in the 80's Conference at the University of Michigan.

UNIQUE/SUCCESSFUL CHARACTERISTICS From what staff have been able to discover, it is perhaps the only program of its kind being introduced by high school teachers for use in high schools.

INTRODUCTION

As a follow-up of the Central Wisconsin Writing Project at UW-Stevens Point, June 23-27, 1980, a Writing Survey was prepared by James Briggs and Greg Venne, English teachers, and James Kraft, sociology teacher. Its purpose was to introduce the concept of writing across the curriculum to high school faculty in our district, determine our district's need for inservice in writing across the curriculum, establish the validity of our data, and collect information about writing expectations in high school courses other than English, and to use this information as a basis for creating strategies and inservices specially designed to meet the needs of non-English teachers.

The survey was administered during October 1980 to sixteen non-English departments: Social Studies, Science, Business Ed., Driver Ed., Phys. Ed., Home Economics, Industrial Arts and Agriculture at both Wausau East and Wausau West High Schools. Standardized tests indicate that Wausau District students perform above national norms in the area of writing.

Literacy: Writing in the Content Area

Goals: The major goal of the program is to improve the writing ability of students through the development of curriculum in the content area. Therefore the primary task is to construct and carry out methods to increase the use of writing and understanding of the writing process by the content area teacher.

Specifically, the project would develop methods and techniques to be used in the content area to:

1. Establish the writing process in the learning of course content.
2. Increase the use of writing.
3. Establish standards for structure and order in writing.
4. Establish standards of mechanics and spelling.

During the 1980-81 school year we completed a study of what content area teachers know about writing and what they do with writing in the courses they teach. We administered the survey to 16 departments at East and West High Schools. From this data we have been developing inservice approaches for writing in the content area.

We determined that 62 percent of the teachers surveyed indicated that they did not connect the learning of course concepts to the ability to explain them in writing. Yet in what appears to be a contradictory attitude, a similar percentage of teachers directly connect a student's writing ability to his or her grade. Furthermore, few teachers indicated that they spent time on improving student writing.

We also discovered that a high percentage of instructors did not grade for spelling and mechanics, although in another portion of our survey they indicated that these problems were constant in student writing. Finally, we determined that the variety of writing tasks assigned by content teachers is quite narrow. Essentially students take notes and write short answers on work sheets or exams, and

teachers do not use parts of the writing process when written work is assigned.

Devices and methods to order and plan are not a regular part of instruction, as such concepts as revisions and rough drafts are ignored.

In examining the current need for increased literacy, three specific problems appear. First, students don't write very often or very much. Volume and frequency of writing assignments have been eroded by any number of educational and cultural factors. Second, students struggle painfully with and/or are simply unaware of order and structure within written tasks. Moreover, the parts of the process are not used. Students do not plan or revise, and often fail to proofread. Third, the standards of spelling and language usage of many students simply interrupts their ability to communicate in writing. Aside from those whose skills are so deficient, a number of students are capable of correcting their errors, but find no motive to make these corrections.

Conventionally, we have thought of writing as the domain of English teachers. A closer examination of our district's as well as the nation's problems with literacy would indicate otherwise. Good and effective writing is not a product of English composition classes alone. Moreover, standards of mechanics and spelling are not established in one classroom but all classrooms.

Writing has evolved in the Wausau District from the establishing of K-9 guidelines for written composition, to a competency exam based on writing samples with subsequent remedial course work within the English area. We propose that as the next logical step, a project be initiated that increases the use and quality of writing throughout the curriculum.

Implementation

In each case the project would start with one-to-one work with individual teachers, with the focus on improving the kinds of student writing that the teacher currently demands. Once that is accomplished, methods to expand on types, styles, etc., of student writing assignments would be developed.

As work progresses, teachers would be grouped based upon the common problems and/or successes they would encounter during the project. Particularly useful strategies or materials that coordinators or teachers developed would be submitted in writing to the district for possible use by other teachers.

Program Evaluation

The effectiveness of the project could be measured in a number of ways:

- (1) if there is little teacher turnover, the 1980-81 survey could be reused and changes in teacher attitudes and behaviors concerning writing could be gauged;
- (2) with some modification, the survey could be given to students on a before and after basis; and (3) present measures of student writing already in use in the district could be used. The determination of the most effective combination of methods of project testing would be made in cooperation with the district's Director of Research; but whatever the method of evaluation, it would involve measuring of changes in teacher as well as student writing attitudes and behavior.

Writing Survey

Jim Briggs
Jim Kraft
Greg Venne

We would appreciate your help in collecting information about writing expectations in departments other than English. We will use the information to design teaching strategies that will improve the quality of the kinds of student writing that you need in your courses.

If you teach several courses which have different student writing expectations please answer the questions as they apply to just one of the courses.

All survey questions, of course, are open to various interpretations. It has been found that the collective results are most accurate when people follow their first impressions. We would ask you to respond on that basis. Thank you for your time and assistance.

1. Department _____
2. Course title _____
3. Number of students _____
4. Grade level of majority of students (check one)
☐ Freshmen
☐ Sophomores
☐ Juniors
☐ Seniors
☐ Mixed

Please check the appropriate response as it applies to you and the course you teach.

- | Agree | Disagree | Don't know | |
|-------|----------|------------|--|
| _____ | _____ | _____ | 5. If students can't explain course concepts in writing they have not really learned them. |
| _____ | _____ | _____ | 6. All student written work for a course should be read and evaluated by the teacher. |
| _____ | _____ | _____ | 7. Writing assignments should be used as one means of disciplining students. |

Please circle the appropriate number as it applies to your teaching.

None	A little	Some	A majority	All	
1	2	3	4	5	8. How much of what your students read (tests, assignments, handouts, etc.) have been written by you?
1	2	3	4	5	9. How much does student writing ability affect course grades?
1	2	3	4	5	10. How much teaching time do you spend on tasks to improve student written work?

Several kinds of writing assignments are listed below. Please indicate how frequently they are used in your course.

Never	A few times a semester	A few times a quarter	About once a week	Almost daily	
1	2	3	4	5	11. Note taking
1	2	3	4	5	12. Outlining
1	2	3	4	5	13. Essay questions
1	2	3	4	5	14. Short answer questions (single paragraphs on tests, worksheets, etc.)
1	2	3	4	5	15. Summaries
1	2	3	4	5	16. Paraphrasing
1	2	3	4	5	17. Descriptions
1	2	3	4	5	18. Narrative reports
1	2	3	4	5	19. Critiques and reviews (including book reports)
1	2	3	4	5	20. Research or resource papers
1	2	3	4	5	21. Imaginative writing or fiction (excluding poetry)
1	2	3	4	5	22. Poetry
1	2	3	4	5	23. Correspondence (letters, memos, etc.)
1	2	3	4	5	24. Other _____ (Explain)

When you give grades to written assignments, how important are the following?

Of little or no importance	Of limited importance	Important, but secondary to other criteria	A major criterion	A primary criterion	
1	2	3	4	5	25. How well the student understood the assignment
1	2	3	4	5	26. How well the student fulfilled his purpose/thesis
1	2	3	4	5	27. Use of introduction
1	2	3	4	5	28. Use of conclusion
1	2	3	4	5	29. Organization of ideas
1	2	3	4	5	30. Effective use of detail
1	2	3	4	5	31. Transition
1	2	3	4	5	32. Spelling
1	2	3	4	5	33. Sentence structure
1	2	3	4	5	34. Punctuation
1	2	3	4	5	35. Capitalization
1	2	3	4	5	36. Handwriting
1	2	3	4	5	37. Other _____

(Explain)

How often do you use the following concepts in your course in connection with written assignments?

Never	A few times a semester	A few times a quarter	About once a week	Almost daily	
1	2	3	4	5	38. Outlines
1	2	3	4	5	39. Rough drafts
1	2	3	4	5	40. Guided revisions
1	2	3	4	5	41. Brainstorming
1	2	3	4	5	42. Student-teacher conferences
1	2	3	4	5	43. Student-student conferences
1	2	3	4	5	44. Oral reading of student work
1	2	3	4	5	45. Models or examples
1	2	3	4	5	46. Other _____ (Explain)

Several writing problems are listed below. Please indicate how frequently you find them in student writing.

Almost never	Occasional	Common	Frequent	Constant	
1	2	3	4	5	47. Misspelling
1	2	3	4	5	48. Incomplete sentences
1	2	3	4	5	49. Poor punctuation
1	2	3	4	5	50. Poor organization
1	2	3	4	5	51. Incorrect sentence structure
1	2	3	4	5	52. Misunderstood assignments
1	2	3	4	5	53. Inaccurate or poor content
1	2	3	4	5	54. Poor transition
1	2	3	4	5	55. Plagiarism
1	2	3	4	5	56. Lack of proof reading and revision
1	2	3	4	5	57. Other _____ (Explain)

TITLE OF PROJECT Chapter 1 Reading Program

CONTACT PERSON Ray Malec

ADDRESS Ethan Allen School
Box WX
Wales, Wisconsin 53183

PHONE 414-646-3341

TYPE OF AGENCY Secondary-Correctional Institution

SUBJECT AREA Reading, Writing, Oral Language

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM The Chapter 1 Remedial Reading Program at Ethan Allen is designed to improve the reading level of students who read at least 2 years below age/grade level. An individualized program is designed for each student as he enters the program. The program utilizes methods and materials needed to improve the student's skills in language arts, word recognition, vocabulary development, and reading comprehension. Each student works on his individual program for the first three days of each week. On the fourth day of each week, newspaper activities are planned to deal with what is happening in the world outside the classroom. It provides information students can use in their daily lives. Students can apply reading skills to real-life situations. The final day of each week is spent in the practice of Sustained Silent Reading. Each student is given the opportunity to choose his own reading material for the entire hour. The teachers serve as models in this program, as they too, read the entire hour. This program is designed to help develop positive attitudes toward reading, to help develop lifetime reading habits, and to give the students time to practice the reading skills they have learned earlier in the week.

GOALS 1) To raise the student's awareness of the value of reading in terms of both practical use and reading for enjoyment; 2) To increase the student's functional and technical vocabularies to appropriate levels; 3) 80% competency on selected word attack skills at appropriate level; 4) 80% competency on selected comprehension skills at appropriate level; 5) 80% competency of selected spelling words at appropriate level; 5) 80% competency on selected language skills at appropriate level.

DURATION OF PROGRAM In its present format, 4 years.

ANTICIPATED OUTCOME/EVALUATION STATUS Since the beginning of the reading program, the averages of reported monthly gains are consistently between 1.0 and 1.5 month gain, for each month in the program.

REPLICATION POTENTIAL Adaptable to any school setting

COORDINATION EFFORTS Conferences are held between the Chapter 1 support teacher and content area teachers for each student.

TITLE OF PROJECT Chapter I Peer - Tutoring Program

CONTACT PERSON Ray Malec

ADDRESS Ethan Allen School
Box WX
Wales, Wisconsin 53183

PHONE 414-646-3341

TYPE OF AGENCY Secondary-Correctional Institution

SUBJECT AREA Study Strategies

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM The Chapter I Tutorial program at Ethan Allen is designed to be a voluntary academic self-help activity for students wishing to improve their school study skills by working with an assigned peer tutor. The program consists of voluntary tutors, screened and trained by the existing reading personnel, working with lower ability students in their home cottages during the evening hours. These tutoring sessions are set up and monitored by the Chapter I reading teacher assigned to the individual tutor and cottage. Tutor trainees undergo an initial inservice training, with ongoing sessions throughout the service period to ensure continuing communication and progress. Tutees also are on a voluntary sign-up basis. Those found eligible, and willing to make the commitment, are interviewed and assigned to a tutor. Target subject matter content and specific goals result from the input of the student, Chapter I reading teacher, and content area teacher. This program helps make academic improvement an integral part of the treatment program at Ethan Allen. The tutor/tutee sessions offer the students a chance to apply the social skills stressed by social workers, counselors, and teachers in a simulated living experience. It also supplements the students' total school program by actively involving content area teachers in determining specific skills necessary for individual classroom success. Since Ethan Allen students are averaging short stays, an emphasis on learning study strategies enables the students to gain independent skills which can be applied to any new learning situation. In this way, the program is supplying our students with tools for future and continuing education.

GOALS Designed to benefit tutors and tutees alike, the cottage-based tutorial program will have the following performance objectives: 1) show a more positive self-concept; 2) develop a personalized, systematic method for attacking unfamiliar vocabulary; 3) develop a personalized, systematic method for improving comprehension of unfamiliar materials; 4) develop a systematic and personalized method for studying content materials.

DURATION OF PROGRAM 6 months

ANTICIPATED OUTCOME/EVALUATION STATUS Initial evaluation will be done in July, '82

REPLICATION POTENTIAL Adaptable to any school setting

COORDINATION EFFORTS Reading teacher works closely with classroom teachers, cottage counselors, and social workers

TITLE OF PROJECT Applied Basic Skills Instruction - A Study Skills Approach

CONTACT PERSON Mary Boyd - Reading Coordinator

ADDRESS 456 Perry Parkway
Oregon, Wisconsin 53575

PHONE 608-835-3161

TYPE OF AGENCY Secondary

SUBJECT AREA Reading

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM This project includes both a horizontal dimension, coordinating study skills instruction at the 9th grade level provided by all departments, and a vertical dimension that describes the progressive nature of instruction at each succeeding grade level within a department.

GOALS Implementation of a basic skills instructional approach in the following areas: research skills, listening skills, organization skills, notetaking skills, vocabulary development skills, critical reading/thinking skills, using a textbook, test taking skills, concentration and memory development.

SPECIFIC SERVICES Total student body (9-12) of 830 students. Basic areas involved are English, math, science, and social studies. Integrated as a part of basic skills.

DURATION OF PROGRAM Approximately one year--planning phases preceded implementation.

ANTICIPATED OUTCOMES/EVALUATION STATUS A coordinated study skills outline and implementation approach was anticipated and realized. Program has been evaluated by both professional personnel from other districts and parent representatives.

REPLICATION POTENTIAL Can be easily replicated--major cost is in staff development.

COORDINATION EFFORTS Program is a basic adaptation of the LaFollette High School, Madison program.

UNIQUE/SUCCESSFUL CHARACTERISTICS Believe that a basic study skills approach is non-existent in most secondary instructional program.

ADDITIONAL INFORMATION Implementation was aided by a Title II, Basic Skills grant.

V. Using a Textbook - Grade 9

English	Math	Science	Social Studies
Students will be able to use all features of a textbook to gain information.			- Students will be given a pretest during the first week of history to determine how well students are able to use the following parts of their history text. - table of contents - index - glossary - appendices - maps, charts, graphs, pictures - textual material (comprehension) - Instruction in the above (a-f) depends on individual and class need as determined by the pretest.
Each department will reinforce concepts presented initially in the social studies class.	Math will also teach the proper use of the text answer section which is found in most math textbooks.		
Students will be able to use an effective study system to read and learn material in a textbook.		Quizzes on class material will attempt to reinforce need for using a reading approach such as SQ3R.	- Students will review using the SQ3R study approach as it applies to their history text. - Emphasis will be on the survey and question parts of SQ3R. - As a result of (a-above) students will be able to set a purpose for reading a textbook assignment. - The student will be given guidance so that he will be able to adjust reading speed to the type and difficulty of the materials and to his/her purpose for reading
Each department will reinforce concepts presented initially in the social studies class.	Students will be taught that Math requires very slow, precise reading and re-reading in order to comprehend material.		

V. Using a Textbook - Grade 10

English	Math	Science	Social Studies
A. Students will be able to use all features of a textbook to gain information. Each department will reinforce concepts. (?) 37 46		1. A pretest will be devised that will help students become familiar with their textbook.	1. Students are given a pretest during the first week of history to determine how well students are able to use the following parts of their history text. a. table of contents b. index c. glossary d. appendices e. maps, charts, graphs, pictures f. textual material (comprehension)
		2. Instruction in (a-f) above depends on individual and class need as determined by the pretest. (Quizzes will be provided on reading to reinforce need for using SQ3R study reading technique). 47	

V. Using a Textbook Grade 11-12

English	Math	Science	Social Studies
38		A. Students will be able to use all features of a textbook to gain information. (Individual students with problems in this area will receive instruction).	
		B. Students will be able to use an effective study system to read and learn material in a textbook. (Quizzes on reading will be provided to demonstrate need for study reading technique such as SQ3R).	
48			49

PROJECT EVALUATION

Purpose:

The purpose of this form is to help in the process of evaluating how well Oregon High School has met the objectives in the Title II Study Skills project it completed in August, 1981.

Directions:

Please identify to what extent you believe the project performance objectives have been met. Please feel free to add any comments you wish to make.

Performance Objective # 1.1:

By the end of the project period, representative ninth grade staff from each of the four academic areas (Math, Science, English, Social Studies) will have constructed, via release time and/or after school workshops, an outline defining what study skills instruction will take place in each department's course offerings. This will be accomplished in a format suitable for dissemination.

1. Performance objective # 1.1, stated above,

(Has not
been met)

(Has been
completely met)

1 2 3 4 5

Performance Objective # 1.2:

By the end of the project period, representative staff from each of the four academic areas above will construct an outline delineating the proposed sequential nature of grades 10-12 study skills instruction in each department incorporating each of the nine study skill areas. Evidence of accomplishment will be department outlines suitable for dissemination.

2. Performance objective #1.2, stated above,

(Has not
been met)

(Has been
completely met)

1 2 3 4 5

Performance Objective # 1.3:

By the end of the project period, representative staff members of the four academic areas above will develop in a format of release time and/or summer projects, units critical to the implementation of a sequential study skills program as outlined in objectives 1.1 and 1.2.

3. The overall objective, as stated above,	(Has not been met)	(Has been completely met)			
	1	2	3	4	5

- a.) See materials in the English section designed by Doris Keyes and Jody Spiwak. These project materials --- designed to help implement the project outline (I. Vocabulary for 10th grade English:
 A. Structure
 B. Dictionary)

(Are not clearly related
to stated outline objectives)

(Are clearly related to
the stated outline objectives)

1	2	3	4	5
---	---	---	---	---

- b.) See spelling materials in the English section, designed by Linda Scott. The project materials to help implement project outline (VII. Concentration & Memory Skills
 B. Memory)
 for grade 11, English:

(Are not clearly related
to stated outline objectives)

(Are clearly related to the
stated outline objectives)

1	2	3	4	5
---	---	---	---	---

- c. See vocabulary materials developed by Linda Scott. These project materials designed to help implement (I. Vocabulary I. Vocabulary B. Context clues (practice), and D. 2/ Analogies)

for 11th grade English students:

(Are not clearly related to the stated outline objectives)

(Are clearly related to the stated outline objectives)

1

2

3

4

5

- d. See math materials developed by Bev Zeich. The purpose of these materials was to develop practice student abilities to read the symbols and follow the logic of a problem in order to solve it. These were designed to help implement (VI. Comprehension & Thinking Skills

A.

3. Patterns of Details

B. Sequence

D. Interpreting Specialized Notations

F.

4. Separating relevant from irrelevant information)

for students who are functioning at a pre-ninth grade level. These materials:

(Are not clearly related to the stated outline objectives)

(Are clearly related to the stated outline objectives)

1

2

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4

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- e. See the math materials developed by Deanna Ehmann.

This project developed materials in two areas: 1. Comprehension & Thinking-problem solving skills, and 2. How to--skills: a. reading math--adjusting reading rate, b. taking notes--hints, c. organizing time and material, and d. concentrating on work and de-emphasizing memory. For application to the study skills outline, note the bottom right corner of each page for the key to the specific skill covered on that exercise. These materials:

(Are not clearly related to the stated outline objectives)

(Are clearly related to the stated outline objectives)

1

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- f. See the science materials developed by John Bauman for test taking. These materials are designed to: provide general information on test taking and to supplement a slide presentation on test taking. They are designed to help implement: (II. Skills Related to Testing--science at the 9th grade level.

A. Preparation for Tests

B. Taking Objectives Exams)

These materials:

(Are not clearly related to
the stated outline objectives)

(Are clearly related to the
stated outline objectives)

1

2

3

4

5

- g. See the science materials developed by Joe Burmeister. This is a glossary devised to supplement the textbook. The glossary was devised to be used as a reference booklet throughout the course. Students will be instructed on how and when to use the glossary. It involves a fairly complete listing of terms to be taught plus others students are expected to know. This list will be the basis of work in terms of vocabulary structure and context work. It will also be made available to teachers in other disciplines so that they can readily reinforce vocabulary that is important in more than one course or that may be used with a different meaning. This material:

(is not clearly related to
the stated outline objectives)

(is clearly related to the
stated outline objectives)

1

2

3

4

5

- h. See the science materials developed by Chris Christenson. (See the narrative for (g.) above which also applies here.) This material:

(is not clearly related to
the stated outline objectives)

(is clearly related to the
stated outline objectives)

1

2

3

4

5

- i. See the materials developed by Gail Martinelli. These materials are designed to develop VI. Comprehension and Thinking Skills at the pre-ninth grade level. Please note the code on the bottom right hand corner for each exercise for specific applicability. These materials:

(Are not clearly related to the stated outline objectives)

(Are clearly related to the stated outline objectives)

1

2

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- j. See the materials developed by Brian Root. These were designed as a unit of work for 9th grade history to develop skills in critical reading comprehension and thinking. The Sacco Vanzetti Trial is the source material and students are given a number of readings (written by Mr. Root) and directed to a number of activities in an effort to manipulate those readings so students receive practice in skills as outlined in VI. Comprehension & Thinking Skills

F. Students will be able to read critically and apply thinking skills 1-7.

These materials:

(Are not clearly related to the stated outline objectives)

(Are clearly related to the stated outline objectives)

1

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- k. See the materials developed by Judy Clayton and Larry Staffon. This glossary of terms found in the 9th grade history textbook was developed to help students with independent reading assignments. Teachers felt that there were far more words that were unfamiliar to students than those taught. In some chapters this amounted to fifty or more words--far more than could be taught. The glossary as designed should be used as a reference by students as they are reading. It will also become the pool of words around which all activities listed in the study skills outline for vocabulary will be designed. It will also be available to other departments so that definitions taught in social studies can be reinforced in other subject areas when those definitions or new ones are met. In terms of the outlined objectives, these materials attempt to address the following skills areas: I. Vocabulary, IV. Research Skills (using a glossary) and V. Using a Textbook

A.

1.

c. glossary

These materials:

(Are not clearly related to the stated outline objectives)

(Are clearly related to the stated outline objectives)

1

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3

4

5

-
-
1. See the materials developed for 10th grade social studies--geography by Ron Miller. The purpose of the materials is to supplement the text and workbook in the broad area of comprehension skills. The instructor felt the workbook questions allowed students to be too passive in terms of thinking as they read the text material. The questions and exercises were developed to force students to deal more precisely with the material in the text in terms of the relationship of details to the main ideas and patterns of development of those ideas. See outline VI. Comprehension & Thinking Skills. These materials:

(Are not clearly related to the
stated outline objectives)

(Are clearly related to
the stated outline objectives)

1

2

3

4

5

- m. See the materials developed for 10th grade social studies--Western Civilization by Susan Knowles. The purpose of these materials is to supplement the curriculum in terms of dealing with comprehension and critical thinking skills that appear on the study skills outline. The primary focus of the material was to devise materials showing a number of points of view on the fall of the Roman Empire. A pretest is included to evaluate the level of skill with which students will come to the task. In addition, materials to practice other comprehension skills are included. See the key at the bottom of each page which points to the section of the skills outline the material is addressing. These materials:

(Are not clearly related to the
stated outline objectives)

(Are clearly related to
stated outline objectives)

1

2

3

4

5

- n. See the materials developed for 11th-12th grade social studies--Forum by Dan Hanson. The purpose of these materials was to develop strategies to improve essay writing and test taking. See outline objective--II. Test Taking Skills C. Essay

These materials:

(Are not clearly related to
the stated outline objectives)

(Are clearly related to
the stated outline objectives)

1

2

3

4

5

TITLE OF PROJECT A Remedial Computer Assisted Reading Instruction Program

CONTACT PERSONS Donna D. Thomas, Patrick Curtin, Steve Miller

ADDRESS Lake Mills Area Schools
 135 E. Prospect Street
 Lake Mills, Wisconsin 53551

PHONE 414-648-2338

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Reading

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM Today computers are at work almost everywhere. Nowhere is there greater potential for computer application than in classroom instruction. Due to the recentness of computerized instruction, teachers need training in implementing computerized assisted instruction with students. Moreover, there is a need to improve student reading skills through computerized instructional programs. Through inservice training and the I/CT comprehension program, middle school language arts teachers can learn to implement computerized assisted instruction and remedial sixth and seventh students will improve skills in reading comprehension.

GOALS To train teachers to utilize computers in reading instruction. To improve remedial 6th and 7th graders reading comprehension skills.

SPECIFIC SERVICES The specific services provided are teacher inservice and student instruction (3 times weekly). There are 5 teachers and 50 students (6th & 7th graders) served. Population selection: a) middle school language arts teachers, Title I teacher, LD teacher, and ED teacher, b) student comprehension scores on CAT in lower quartile. Services provided within classroom instruction.

DURATION OF PROGRAM 3 months

ANTICIPATED OUTCOMES/EVALUATION STATUS Teachers will know how to utilize computers as a classroom teaching tool. Remedial students (6th & 7th graders) will improve reading comprehension skills.

REPLICATION POTENTIAL Hardware: \$2,100-\$4,200; software: \$500-\$1,000; inservice: \$200-\$300

COORDINATION EFFORTS This project is being implemented with the assistance of the Wisconsin Department of Public Instruction, Blue Lakes Computers, and Milliken Publishing.

UNIQUE/SUCCESSFUL CHARACTERISTICS Very little has been done in the area of computer assisted reading instruction.

ADDITIONAL INFORMATION Staff will share the following concepts: program costs, program set-up, program implementation, program evaluation.

TITLE OF PROJECT Basic Reading Skills in College

CONTACT PERSON Sister Rita Eisterhold

ADDRESS Alverno College
3401 South 39 Street
Milwaukee, Wisconsin 53215

PHONE 414-647-3902

TYPE OF AGENCY Post Secondary

SUBJECT AREA Reading

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The Basic Reading Skills Program exists to assist Alverno students and applicants whose reading skills are unequal to the challenge of college level work. Some of the students in the program are below eighth grade competence in all areas of reading; others are below that level in only a few reading areas.

GOALS To direct the student's learning so that she may become an independent learner. Phase I: To provide small group or one-one instruction relevant to each student's need. Phase II: To assist students to transfer their reading skills to content areas.

SPECIFIC SERVICES Any student not achieving the 40%ile on the Sequential Tests of Educational Progress is required to attend basic reading skills classes. During the academic year, classes are held twice a week, 50 minutes in length. The class limit is 8 students. Tutoring is provided to students who do not achieve best within a group setting. Students can request a meeting with their instructor or the Reading Specialist at any time. Completion of Phase I is determined by successful achievement of 40%ile in an alternate form of the STEP test. All reading instructors are required to attend two weekly one-hour meetings which provide in-service on teaching techniques, use of materials, and professional guidance.

DURATION OF PROGRAM The program has been in operation five years.

ANTICIPATED OUTCOMES/EVALUATION STATUS The anticipated outcome is that with intensive work in reading through both Phases I and II of the program, the students will be able to transfer their reading skills and function effectively in a classroom environment. Because the program is relatively new, it is difficult to state broadly-based statistics. The percentage of students who are able to function independently after receiving our assistance is within 50-75% range.

REPLICATION POTENTIAL Most aspects of the Basic Reading program can be replicated by other institutions. Through on-site visits and some consultation personnel responsible for a college-level reading program could use many identical features. The annual budget for staff, materials, supplies, conferences, etc. approximated \$38,000.

COORDINATION EFFORTS The Basic Reading Skills Program is an integral part of the services rendered by the Instructional Services Center. This Center also provides assistance in writing skills, math skills and math skills related to science and statistics. All teachers of freshmen students are involved in an on going in-service to help them address the learning needs of their students. All faculty and advisors call on our Center for assistance in dealing with the learning needs of their students.

UNIQUE/SUCCESSFUL CHARACTERISTICS The program is unique in that all faculty and advisors are actively involved in the progress of each of their students who is in the reading program.

ADDITIONAL INFORMATION A new feature of the Instructional Services Center is the QUEST program. QUEST is a program for minority women who want to pursue a college education but are not equipped with the basic skills necessary for success. Each QUEST student participates in the reading program before her college acceptance and continues with the reading program until she can make independent, satisfactory progress in her course work. The reading program is unique because of its intensive small group setting, and because the reading skills being learned and practiced are directly applied to course texts and materials. The following pages are samples of the forms used by the reading teachers in the general organization of the reading program.

Name _____

Date _____

INSTRUCTIONAL SERVICES CENTER

READING AUTOBIOGRAPHY

Comment on the following questions. Use the back of the paper if there is additional information you would like to give.

1. What do you enjoy about reading?

What do you find difficult about reading?

2. What kind of reading did you do in high school?

What kind of reading do you do in your leisure time?

CONSIDERATIONS FOR INSTRUCTIONAL SERVICES READING INTERVIEW

1. READING TASK:

- a. Do you enjoy reading? (novels, magazines, newspapers)
- b. Has reading been a pleasant task in previous academic experiences?

2. STUDY HABITS:

- a. What is your habitual way of studying assigned materials?
- b. How long did you study for each class?
- c. Which of the following study skills have you used in high school?
 - ☐ Outlining
 - ☐ Taking notes during a lecture, audio-visual presentation, etc.
 - ☐ Doing research
 - ☐ Selecting your own related readings
 - ☐ Underlining a text
 - ☐ Studying a textbook for its outstanding features before the first class
- d. Did you have any written homework?

3. READING HABITS:

- a. Do you do any of the following when you read?

☐ Use context clues	☐ Reread words
☐ Move your head	☐ Lose the place while reading
☐ Vary your rate	☐ Skim and scan
☐ Set a purpose before beginning	☐ Chew gum, wiggle foot or
☐ Move your lips	☐ suchlike while reading
☐ Say the words mentally to	☐ Position the book at an angle
☐ yourself	☐ Select a place conducive to
	☐ reading

4. PREPARATION FOR COLLEGE READING:

- a. Did you attend high school reading skills classes?
- b. Did you take a speed-reading course?
- c. Did you have a course in vocabulary preparation?

5. EXPECTATIONS FOR COLLEGE:

- a. What are they?
- b. What is your concern about mastering a particular field of study?

6. TAKING TESTS:

- a. Do you prepare well for examinations?
- b. Do you become excited in anticipation of a test?
- c. Did you encounter difficulty in the entering assessments to Alverno? If so, what?

7. OTHER FACTORS, ENVIRONMENTAL, PSYCHOLOGICAL, OR SOCIAL THAT MAY AFFECT YOUR READING PERFORMANCE IN THE FUTURE:

- a. Do you have a suitable place to study?
- b. Has your family supported you in your study ambitions?

Student _____

READING SKILLS CHECKLIST

Skill	Semester				Comment
1. Vocabulary					
2. Finding the Main Idea					
3. Understanding Direct Statements					
4. Making Inferences					
5. Using Appropriate Connectives					
6. Analogical Relationships					
7. Recognizing Organizational Patterns of the Author					
8. Drawing Conclusions					
9. Memory and Concentration					
10. Following Directions					
11. Detecting the Author's Tone, Mood, Purpose and Point of View					
12. Understanding Figurative Language					
13. Study Methods					
14. Outlining and Notetaking					
15. Mastering a Textbook					
Interpreting Illustrative Materials					
Marking and Underlining in a Textbook					
Glossing					
Mapping					
16. Taking Examinations					
17. Reading Rate					

Student _____
Date _____
Instructor _____

FORMULATING THE INDIVIDUALIZED PROGRAM

Student Interview		Testing Results	Objectives	Prescription
Strengths	Weaknesses			
SI				
62				63

Name: _____

Date: _____

READING ANALYSIS

1. Title of the article: _____

2. I used SQ3R in reading the article: Yes _____ / No _____

3. Main Idea: _____

4. Supporting Details:

a. _____

b. _____

5. Inferences:

a. _____

b. _____

6. Point of View: _____

7. Mood: _____

8. Tone: _____

9. Purpose: _____

10. Organizational Pattern: _____

Reason for Selection: _____

11. List the directional words you found in the article and identify the type.

Directional Word

Type

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name _____
Date _____
Semester _____
Teacher _____
Attendance _____

INSTRUCTIONAL SERVICES CENTER

READING

Evaluation Questions

Criteria Met/_____
Continuing Students
Check-In

1. What is this student's overall approach to reading and studying her assignments?
2. How does she approach new content presented in the skill class?
3. Describe this student's ability to verbalize when she doesn't know an answer.
4. What types of relationships does this student make as she is reading?
(analogous, connectives, word, sentence, paragraph, experience, other course content)
5. What evidence do you have that this student retains and applies what she has learned?

Instructional Services Center
Reading
Evaluation Questions
page 2

Name _____
Date _____
Semester _____
Teacher _____
Attendance _____

6. When this student completes reading a selection, is she able to summarize what she has read?

7. How does this student evaluate her reading abilities?

8. What has this student accomplished? What are your recommendations for future instructional plans?

Optional Questions:

1. How does this student approach (reading and studying) in different content areas?

2. How has the attitude of this student affected her reading progress?

3. How would you describe the effort of this student?

4. Do you have further comments?

GUIDELINES FOR CHECK-IN TEACHERS

1. The purpose of Phase II is to give the students the opportunity of retaining contact with a reading resource teacher. The sessions are, therefore, meant to assist the student to receive help in any of the reading skills which determine their success in their course work. The check-in period can be extended under certain conditions.
2. Students in Phase II meet with the ISC teacher dependent upon need. This need is determined either by the teacher or the student. The length of the session is mutually agreed upon by the teacher and student.
3. Completion of Phase II is dependent upon completion of one semester in good standing.
4. Phase II of reading skills consists of one semester's work. An exception may be made to this for a student who meets the criteria of 40%ile shortly after the semester begins. However, Phase II should not consist of less than one-half a semester. Phase II can be extended under certain conditions.
5. If a student claims to have no difficulty, the ISC teacher should pursue application of the reading skills to courses the student is currently taking. These are prioritized on the yellow Reading Skills Checklist.

Examples of some activities for check-in students are as follows:

- Ask the student to define terms relative to a specific course. Stress that a definition gives the category and one distinguishing feature about the word.
- Ask the student to explain the content of a class using her class notes. Evaluate with the student if the ideas are clear and whether or not the notes were adequate for retention of key ideas.
- Ask the student to map a lesson or article. Ask her to explain her map to you. Evaluate it together.
- Discuss the student's management of time. If a problem exists, assist in designing a time budget.
- Discuss study methods used with the student. Does she still use SQ3R or an equivalent?
- Discuss the relationship between the textbook and the syllabus in a specific course.
- Practice transfer of reading skills to content material.
-
-

Guidelines for Check-in Teachers
page 2

- -
 -
 -
6. An Assessment Day Report and an end of the semester report must be completed for each student.
 7. Ask strategy to be set at the first meeting for the semester.
 8. Meet with the Reading Specialist to inform her of the progress of each student.
 9. Follow-up on attendance is the responsibility of the individual teacher.

GUIDELINES FOR CHECK-IN STUDENTS IN PHASE II

1. Phase II consists of at least one semester of contact with a reading resource teacher in order to assist you in retaining and further developing your reading skills.
2. Phase II consists of meeting with the ISC reading teacher at mutually agreed upon times. The length of the session is mutually agreed upon by the teacher and student.
3. In preparation for the sessions, reflect upon the aspects of reading which are of concern to you now. Come prepared to ask about specific skills, such as:

SKILLS	CONCERNS
• Mastering content vocabulary. • Finding the main idea in longer selections or chapters. • Following directions. • Making inferences. • Drawing conclusions. • Relation of textbook and syllabus. • Outlining • Notetaking • • • •	

Guidelines for Check-in Students in Phase II
page 2

4. Use the session time to explain to the teacher your concerns regarding reading and studying so that she can provide direction for further development.
5. Completion of Phase II in reading skills is dependent upon completing one semester in good standing.
6. Regular attendance at check-in sessions is the responsibility of the student in Phase II reading.
7. It is the responsibility of the student to provide evidence that she can apply the reading skills.

TITLE OF PROJECT Rhinelander Practical Forest Management

CONTACT PERSONS Ron Jandura, Director of Curriculum & Instruction; Joe Belliveau

ADDRESS School District of Rhinelander
Administration Center
Acacia Lane
Rhinelander, Wisconsin 54501

PHONE 715-362-3465

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Math and Language Arts skills are taught in an alternative environment. The alternative structure reinforces basic math and language arts competencies.

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM Basic Math and Language Arts skills are taught, reinforced, and applied as the students work in an alternative environment and assist in the implementation of our Forest Management Plan.

GOALS To enable students to be successful in a regular school environment due to the support received in an alternative setting. To provide a modified school program to students who don't exhibit success in a traditional instructional environment. To encourage students to complete high school.

SPECIFIC SERVICES All listed services are provided daily by the program instructor. Approximately ten students participate daily in this program. Students participate voluntarily, and are invited into the program based on criteria that is used to identify potential dropouts. The services are provided in a variety of locations, School Forest, the outdoor classroom shelter, field trip sites, etc.

DURATION OF PROGRAM The program was implemented for the 81-82 school year.

ANTICIPATED OUTCOMES/EVALUATION STATUS Increase competencies in basic skill areas will be demonstrated in a practical environment. Increased student retention in school programs due to success in regular programs is also anticipated.

REPLICATION POTENTIAL The project requires a half-time teacher and potentially assistance for the teacher if program expansion is desired. A cost for transportation would also be needed and it would be a function of the location of instructional sites. A small amount of money would also be needed for supplies and materials.

COORDINATION EFFORTS This project is funded by the Wisconsin Council of Criminal Justice. It is one of a few programs funded by this agency that utilizes public school programming. The development, implementation, and operation of the program has included many other groups and agencies. The program works very closely with the Department of Natural Resources, U.S. Department of Agriculture, Department of Social Services, and other local agencies. Several private industries are also very supportive of this effort. Consolidated Papers and other area forest related industries also participate. Local business and community groups have also contributed positively to the development of this project and our school forest sites.

UNIQUE/SUCCESSFUL CHARACTERISTICS The cooperation of several community, governmental, and industrial organizations is unique. The need to take action to retain more students in our schools, makes this program one that is appropriate for many school districts. The unique use of an outdoor environment to reinforce needed basic skills is a simple but often overlooked approach.

ADDITIONAL INFORMATION This program appears to meet a need that is shared by many. This is a slightly modified school program that is supportive of the regular curriculum but is still unique so that it is accepted by students who are potential dropouts. This program also enjoys a unique working relationship with Nicolet College (VTAE). Cooperative programming for students is also an anticipated outcome of this program.

TITLE OF PROJECT Microcomputer Instruction for GOAL/ABE

CONTACT PERSON Lois Gilliland

ADDRESS North Central Technical Institute
1000 Schofield Avenue
Wausau, WI 54401

PHONE 715-675-3331

TYPE OF AGENCY Post Secondary

SUBJECT AREA Math, Reading, English, Social Studies, Science, Career Development

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM The project addresses the use of computer assisted instruction (CAI) using the microcomputer in basic skill instruction in the GOAL program at NCTI. Microcomputer instructional software is used to supplement the basic curriculum in reading, English, math, social studies, science and career development.

GOALS Project offers an opportunity to adults to study basic skills for the GED, high school credit or brush up on basic skills for further education or the world of work.

SPECIFIC SERVICES Individualized instruction in reading, math, English, science, social studies, and career development using the microcomputer is offered at grade levels 0 through 12 in the GOAL program.

DURATION OF PROGRAM The GOAL program has been in operation for seven years. The microcomputer component has been in existence for approximately one year.

ANTICIPATED OUTCOMES/EVALUATION STATUS Effectiveness of CAI using the microcomputer is evaluated through questionnaires and student progress. Subject areas included are reading, math, science, English, social studies and career development. An annotated bibliography and free public domain software will be available to other programs.

REPLICATION POTENTIAL Staff consists of 3 full-time instructors, 4 part-time instructors, 1 counselor and 1 supervisor on campus. The expense of the five microcomputers with software was approximately \$15,000.

COORDINATION EFFORTS Other agencies are referral sources for students entering the program. Classes are also offered upon request.

UNIQUE/SUCCESSFUL CHARACTERISTICS Individualized instruction. Well developed instructional curriculum for adults. Instruction with the use of the microcomputer.

ADDITIONAL INFORMATION Enthusiasm has been high for the microcomputer. It has proven effective with students who had difficulty with other modes of learning.

TITLE OF PROJECT The Wisconsin Writing Project

CONTACT PERSON Nancy S. Haugen, Project Coordinator

ADDRESS 128 Teacher Education Building
 225 N. Mills Street
 Madison, Wisconsin 53706

PHONE 608-263-4614

TYPE OF AGENCY Post Secondary

SUBJECT AREA Writing (Inservice education for K-12 teachers)

LOCATION South-Central Wisconsin school districts

DESCRIPTION OF PROJECT/PROGRAM The Wisconsin Writing Project (WWP) is an effort by school teachers, college faculty, and curriculum specialists to improve the teaching of writing, K-12. WWP has three basic components: 1) Summer Institute: Outstanding teachers of writing are selected by school districts to attend a four-week graduate summer institute on the UW-Madison campus. During the institute, the teachers examine and analyze research material, exchange experiences, and polish their own personal writing abilities. They also develop leadership skills which enable them to present inservice programs to other teachers in their own and other school districts; 2) Writing Guides: Each summer, participating teachers produce writing guides which focus on specific aspects of writing. These materials, which are printed and distributed to K-12 teachers all over the country, focus on a particular aspect of writing and include brief overviews of research on the topics as well as activities for elementary, middle and high school students; 3) Inservice Programs: Planned according to individual district goals, WWP inservice programs provide K-12 teachers with practical methods for teaching writing. The inservice programs are led by WWP teachers. Formats are flexible, with each program individually designed in order to meet the specific needs of districts and participants.

GOALS The WWP aims to reaffirm commitment to quality in writing instruction in Wisconsin Public Schools.

DURATION OF PROGRAM Summer institutes have been held since June, 1978.

ANTICIPATED OUTCOMES/EVALUATION STATUS The Project Coordinator has undertaken a major evaluation of all of the project's goals and components. To date, findings support the enthusiastic reception which the project has had amongst Wisconsin school districts. Teacher attendance at the summer institute is reflected in improved student writing. The writing guides are perceived useful by classroom teachers and inservice participants report a high level of satisfaction with the content of workshop presentations.

REPLICATION POTENTIAL WWP is part of the National Writing Project network. (The parent organization is the Bay Area Writing Project at Berkeley.) Several other U.W. campuses have installed similar programs in their teacher education departments. Participation by school districts involves minimal cost to the district.

COORDINATION EFFORTS The advisory council for the WWP is composed of public school teachers and administrators, university faculty from various areas, and a representative of the Wisconsin Department of Public Instruction. Funding has been provided by a variety of sources as well--several U.W. departments, the Wisconsin Improvement Program, the Wisconsin Native American Teacher Corps, and a grant from the National Endowment for the Humanities.

UNIQUE/SUCCESSFUL CHARACTERISTICS Assumptions are that strong teachers can research, analyze current knowledge, and exchange their experiences to grow and influence their colleagues. In addition, it is assumed that these teachers can develop into leaders with credibility to present inservice programs in their own and other districts. Furthermore, by jointly planning inservice presentations, unique needs of school districts can be met.

ADDITIONAL INFORMATION The program has been successful. The teacher/participants in the summer institutes have been extremely bright, hard-working, enthusiastic people, and the project has been well-received by participating school districts as well as those that have contracted for inservices on an irregular basis. WWP has provided resources (in the form of writing guides and consultation) to educators across the country.

Continuing Education Units

WWP inservice programs offer Continuing Education Units (CEU's) to participants. CEU's are a measure of accomplishment in a structured continuing education experience and are accepted as evidence of educational attainment by employers, certification and licensing agencies, and professional associations.

For More Information

For more information, please call the Wisconsin Writing Project at (608) 263-4614 or write to:

The Wisconsin Writing Project
128 c Teacher Education Building
225 North Mills Street
University of Wisconsin—Madison
Madison, WI 53706

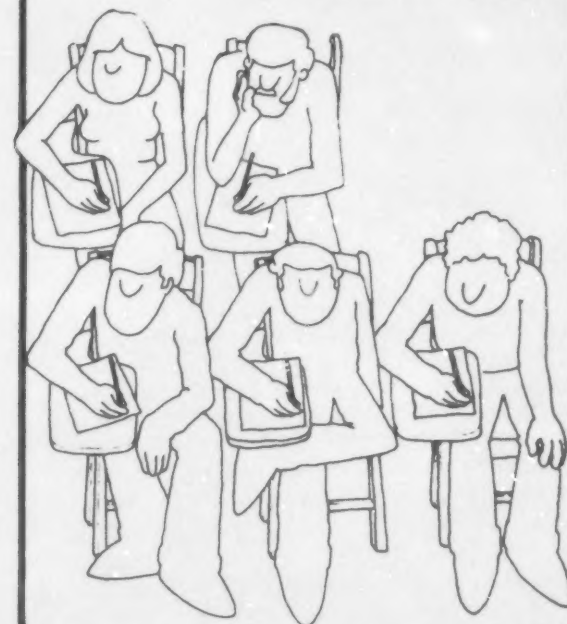
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Inservice Programs for Teachers

Wisconsin Writing Project
128 Teacher Education Building
225 North Mills Street
Madison, WI 53706

WISCONSIN WRITING PROJECT

University of Wisconsin—Extension
Extension Programs in Education
and
University of Wisconsin—Madison
School of Education



Nonprofit Organization
U. S. POSTAGE
PAID
Madison, Wisconsin
Permit No. 658

THE WISCONSIN WRITING PROJECT

Inservice Programs for Teachers

- ☐ Please contact me to *schedule an inservice program*.
- ☐ Please send me a copy of your *inservice cost estimate worksheet*.
- ☐ Please send me an *order form for guide books*.
- ☐ Our district is interested in sending a team of teachers to a summer institute on the Madison campus.
- ☐ I would like more information about _____

Name _____

Position _____

School _____

District _____

Address _____
street

city state zip

Phone (area code) number

The Wisconsin Writing Project is an effort by school teachers, college faculty, and curriculum specialists to improve the teaching of writing at all levels of education. The Project is funded by the University of Wisconsin—Madison School of Education, the University of Wisconsin—Extension, the Wisconsin Improvement Program, the Wisconsin Native American Teacher Corps, and the National Endowment for the Humanities (through the University of California—Berkeley).

UW-System provides equal opportunities in employment and programming including Title IX requirements.

The Wisconsin Writing Project (WWP) offers unique inservice programs for teachers to help them become more proficient at teaching their students to write.

Inservice Programs

Planned according to district writing goals, WWP inservice programs provide teachers in grades K-12 with practical methods for teaching composition. Topics can be generated from the writing guides which were developed by selected teachers from 30 Wisconsin school districts. Inservice leaders are the teachers who worked on the writing guides during the summer institutes at UW-Madison.

Writing Guides

Guides describe current research and give classroom activities, K-12. Titles include:

- A Guide to Teaching the Writing Process from Pre-Writing to Editing
- A Guide to Using Models to Teach Writing
- A Guide to Teaching the Importance of Audience and Subject
- A Guide to the Role of Grammar in Teaching Writing
- A Guide to Evaluating Students' Writing
- A Guide to the Relationship Between Reading and Writing
- A Guide to Creating Materials and Activities for the Writing Class
- A Guide to Using Popular Culture to Teach Composition
- A Guide to Using Dramatic Performance and Oral Interpretation in the Writing Class

Workshop Formats

Topics and the number, length, times and audiences for inservice sessions are flexible. Workshops have been created for groups ranging in size from nine social studies teachers to entire school districts with over one hundred teachers, K-12, participating. Series of after school inservices or district staff development days have been frequent formats.

Program Cost

The cost of a program, determined by the consultants' fees and expenses and the instructional materials needed, is computed prior to the inservice.

- A Guide to Tailoring Writing Assignments for the Mainstreamed Student
- A Guide to Helping the Reluctant Writer
- Interdisciplinary Writing: A Guide to Writing Across the Curriculum
- A Guide to Helping the Gifted Student Write
- A Guide to Providing Individualized Writing Experiences—Writing Labs and Writing Centers
- A Guide to Developing K-12 Writing Programs
- A Guide to the Teacher's Role in the Writing Program
- A Guide to Writing Local History
- A Guide to Teaching Creative Writing: Poetry
- A Guide to Public Relations for Writing Programs

TITLE OF PROJECT Facilitating Adult Basic Education Skills of Foreign-Born Students

CONTACT PERSONS Dr. Ralph Dorn, Mary Heindel, Sharon Koenen

ADDRESS Moraine Park Technical Institute
235 N. National Avenue
Fond du Lac, Wisconsin 54935

PHONE 414-922-8611 Extension 354

TYPE OF AGENCY Post Secondary

SUBJECT AREA Writing, Oral Language

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM Innovative techniques are used in this program for foreign-born students to facilitate their learning of basic skills.

GOALS New techniques which help students who lack basic skills and English to acquire these skills.

SPECIFIC SERVICES Instruction is provided. A dozen students are serviced at one time. E.S.L. classes are conducted. Hmong, Cuban, Mexican and other Southeast Asian students are served.

DURATION OF PROGRAM Three years

ANTICIPATED OUTCOMES/EVALUATION STATUS The project is ongoing and the results have been encouraging. Motivation and attendance of the students is very positive.

REPLICATION POTENTIAL Replication is easily done. Supplies and materials can be made or are very inexpensive and require little time. Baking and cooking techniques along with the associated terminology were learned.

COORDINATION EFFORTS Some of the students were agency sponsored. CETA, LaRaza and Job Service were frequently consulted.

UNIQUE/SUCCESSFUL CHARACTERISTICS It utilizes and teaches basic skills in vital areas like cooking and baking. English language and terminology acquisition are learned simultaneously.

ADDITIONAL INFORMATION It has been rewarding and beneficial to the students. They have been motivated and have learned.

ENGLISH 900 READING #21

In spring and summer, baseball is very popular. Boys and girls play ball in the yard. Many times they argue. "You're out!" "No, I'm safe!" "I want to pitch!" "You're too little to pitch!"

Sometimes playing ball is dangerous. Maybe a ball breaks a window. It's very important that no one throws the bat. Everyone must watch the ball. Sometimes the ball hits a person who is not looking.

Men and women like to play ball, too. They play in a park, usually in the evening. It is good exercise and lots of fun. Everyone wants to hit a homerun.

There is an umpire at the game. He wears a blue shirt. He calls "strike" or "out" or "ball". Many times he sweeps the sand off home plate. Sometimes the players argue with him.

In Wisconsin we like to watch the Brewers play. We see them on TV or we go to County Stadium in Milwaukee to watch them. It's fun to eat hot dogs and peanuts at the game.

On September 3, 1980, we visited the new athletic field at the high school. We saw the archery class. They shot their bows and arrows at a target.

The men ran around the track. Haua won! Kav didn't win because he was hungry and Saua is too thin and Kiang is too old.

We looked at the football field. The men tried the standing long jump. Haua jumped the longest. We climbed upon the bleachers to see the football field. We saw the boys and girls play football. We saw the tennis courts. A man was digging a hole. Haua, Kav and Saua jumped the hurdles. Kav jumped the highest. We went into the gym class. We saw the students learning football. We saw the man lifting weights. We looked at many trophies. Outside, we saw a baseball diamond. Kiang hit a homerun.

TITLE OF PROJECT Adaptive Mastery Program for Math

CONTACT PERSON Hal Helwig

ADDRESS Hayward Community Schools
 316 W. 5th Street
 Hayward, Wisconsin 54843

PHONE 715-634-8373

TYPE OF AGENCY Elementary, Middle school (6-8)

SUBJECT AREA Math

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM The Adaptive Mastery Program for Math or AMPm is a basic mathematics program. The program is highly structured, individualized, and multi-sensory. Components include numeration, fact instruction, computational skills, concept skills, and problem solving. Specific skills or concepts are introduced, reinforced, practiced, and mastered. Application is provided. A high level of learning occurs and is retained. The program is developmental in nature and can be the backbone for any existing mathematics program. AMPm can provide basic mathematics instruction for any supplementary or special group instructional situation.

GOALS Because of the developmental nature of AMPm, there are short term and long range goals inherent in the program. Each student will master the material introduced; this short term goal being mastery of a skill, concept, or fact. Long range goals are determined according to the student's needs. Eighth grade competency requires the student to know all operational facts, all operational computational skills (see enclosed sheet), mastery of concepts in time, money, measurement, geometry, numeration, fractions, decimals, and ratios. Problem solving skills provide application of all of the above mentioned skills.

SPECIFIC SERVICES The Hayward Community Schools ESEA Title I program provides supplementary instruction for students scoring below the 30th percentile on the Metropolitan Achievement Test in the areas of reading and math. Title I instruction is on a pull out basis. Students receive approximately 150 minutes per week. Ability grouping with a minimum number of 5 students per group facilitate individualization. General population served is low-income white and Indian students. Indian students make up 11.5 percent of the school population.

DURATION OF PROGRAM Program was implemented during school year 1979-80. Full operation 1980-81 school year.

ANTICIPATED OUTCOMES/EVALUATION STATUS Staff are confident that this program will provide students with all the fundamental mathematical skills needed to be successful in future math instruction or survive in the working world should the student terminate school involvement.

REPLICATION POTENTIAL Replication can be easily accomplished. Primary requirement is staff training, (3-5 days of training at a cost of \$175/day plus expenses). Length of training depends on Mastery Learning knowledge and use or non-use of ECRI techniques.

COORDINATION EFFORTS The Adaptive Mastery Program for Math has been coordinated within the existing local Title I project, the local district program and the State Title I Office.

UNIQUE/SUCCESSFUL CHARACTERISTICS The program is really not all that unique. AMPm contains many sound teaching practices that have been used throughout the years. Success can be attributed to active learning with student time on task requirements. Oral and written responses, combined with the other senses, demand active student participation providing high learning levels. Contrary to traditional classroom styles, students learn at their own rate mastering the material taught with unimpeded progress. A builtin management system provides positive reinforcement. Together with the successes of passing mastery tests, this reinforcement helps to create a more positive self image and greater self-esteem.

ADDITIONAL INFORMATION The Adaptive Mastery Program for Math within the Title I project has been reviewed by the State Title I Office and found to be a very effective means of meeting the basic educational needs of Title I students. Due to local commitment of the Title I staff very little dissemination effort has been made. The program is cost effective and can be adapted or adopted to any teaching situation. With proper inservice and consultant techniques the program is effective and statistically proven to be successful.

● Adaptive Mastery Program for Math

I. Skills

- A. Numeration
- B. Facts
- C. Computation
- D. Concepts



● II. Math Activities

- A. Math Activity 1
- B. Math Activity 2
- C. Math Activity 3

III. Practice Time

- A. Chart work
- B. Practice Time Checklist
- C. Mastery Tests



I. SKILLS

A. NUMERATION

1. Counting - 1's, 5's, 10's, 25's, 100's, 2's - forward and backwards
2. Writing one-digit numerals
3. Place value
4. Reading multi-digit numerals
5. Writing multi-digit numerals
6. Organizing numbers - commas
7. Rounding off and estimations
8. Sets
9. Expanded notation

B. OPERATIONAL FACTS

1. Addition Facts
2. Subtraction Facts
3. Multiplication Facts
4. Division Facts



I. SKILLS

C. COMPUTATIONAL SKILLS

ADDITION SKILLS

1. Adding 1 digit numerals without regrouping
2. Adding multi-digit numerals without regrouping
3. Adding 1 digit numerals in a column without regrouping
4. Adding multi-digit numerals in a column without regrouping
5. Adding 1 digit numerals with regrouping
6. Adding 1 digit numerals in a column with regrouping
7. Adding multi-digit numerals with regrouping
8. Adding multi-digit numerals in a column with regrouping
9. Adding decimal numbers
10. Adding proper fractions with like denominators
11. Adding proper fractions without like denominators
12. Adding improper fractions with like denominators
13. Adding improper fractions without like denominators
14. Adding mixed numbers

SUBTRACTION SKILLS

1. Subtract 1 digit numerals without regrouping
2. Subtract multi-digit numerals without regrouping
3. Subtract multi-digit numerals with regrouping
4. Subtract decimal numbers
5. Subtract proper fractions with like denominators
6. Subtract proper fractions without like denominators
7. Subtract improper fractions with like denominators
8. Subtract improper fractions without like denominators
9. Subtract mixed numbers

MULTIPLICATION SKILLS

1. Multiply with 1 digit multiplier without regrouping
2. Multiply with 1 digit multiplier with regrouping
3. Multiply with multi-digit multiplier without regrouping
4. Multiply with multi-digit multiplier with regrouping
5. Multiply decimal numbers
6. Multiply proper and improper fractions
7. Multiply mixed numbers
8. Multiply with zero as a place holder

DIVISION SKILLS

1. Divide with 1 digit divisor without regrouping without remainder
2. Divide with 1 digit divisor with regrouping without remainder
3. Divide with multi-digit divisor with regrouping without remainder
4. Divide with 1 digit divisor with remainder
5. Divide with multi-digit divisor with remainder
6. Divide with zero in the quotient
7. Divide proper and improper fractions
8. Divide mixed numbers
9. Divide with decimal in dividend only
10. Divide with decimal in divisor and dividend
11. Divide with decimal in the divisor only



BEST COPY AVAILABLE

I. SKILLS

D. CONCEPTS

1. Money
2. Time
3. Fractions
4. Decimals
5. Percentages
6. Calendar
7. Measurement
8. Geometry



MATH ACTIVITIES SAMPLES

MATH ACTIVITY 1

1. $9 \times 9 = 81$

2. $12 \times 9 = 108$

MATH ACTIVITY 2

1. $9 \times \underline{\quad} = 81$ $9 \times 9 = \underline{\quad}$ $9 \quad 9 = 81$

2. $\underline{\quad} \times 9 = 108$ $12 \times 9 = \underline{\quad}$ $12 \quad 9 \quad 108$

MATH ACTIVITY 3

1. $9 \times 9 = 81$

2. $12 \times 9 = 108$

$81 \div 9 = 9$

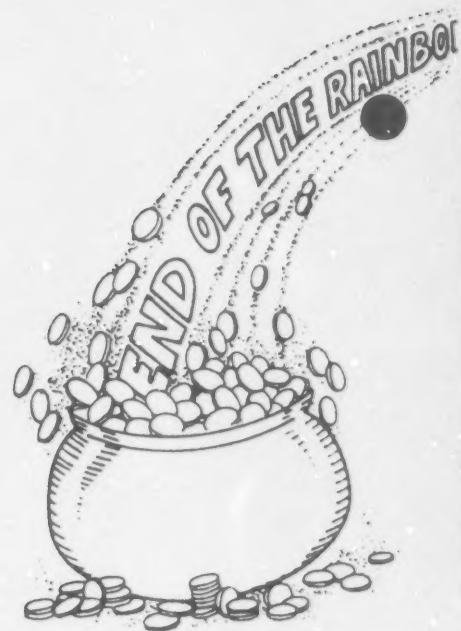
$9 \times 12 = 108$



Numeration

Mastery 1

9	1
8	5
3	0
10	2
6	7
4	



(11 Numerals)

Date	Time
Read (11 sec.)	

Criterion for Mastery
77 91

BANKING

Mini Unit - Checking Account

PREREQUISITE SKILLS

1. Writing cardinal numbers
101 35 forty-five
2. Writing values of money
\$25.29
3. Addition Skill 2 (multi-digit without regrouping)
4. Addition Skill 4 (multi-digit in a column without regrouping)
5. Addition Skill 7 (multi-digit with regrouping)
6. Addition Skill 8 (multi-digit in a column with regrouping)
7. Addition Skill 9 (decimal numbers)
8. Subtraction Skill 2 (multi-digit without regrouping)
9. Subtraction Skill 3 (multi-digit with regrouping)
10. Subtraction Skill 4 (decimal numbers)



Now's
your
chance

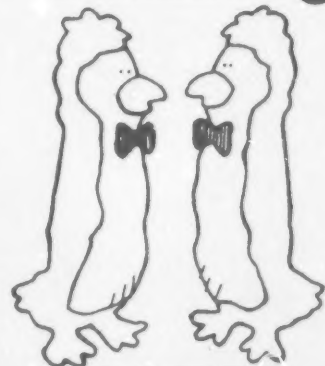


2 questions



CHARGE!

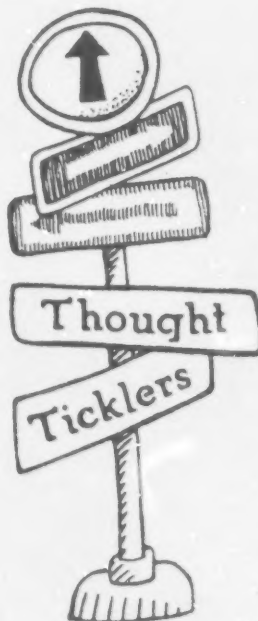
TAILOR



MADE



TROUBLESOME TRIO



Fill'er up



79

93



Last
Call

TITLE OF PROJECT Improving Time-On-Task Behavior: A Systematic Approach to Basic Skills Instruction

CONTACT PERSON Dr. Ruth Hoerig

ADDRESS Alverno College
135 North 76th Street
Milwaukee, Wisconsin 53213

PHONE 414-258-0532

TYPE OF AGENCY Department of Education
Archdiocese of Milwaukee

SUBJECT AREA Continuing Education for Teachers

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM Many studies (Rosenshine & Berliner 1977) confirm the fact that achievement in basic skills is directly related to the amount and kind of time devoted to learning tasks relative to basic skills achievement. This inservice model focuses on managerial skills, researched by Jacob Kounin (1970), which help teachers improve "time-on-task" student behavior.

GOALS To develop a systematic approach toward improving time-on-task student behavior. To develop ongoing self-assessment skills related to this approach.

SPECIFIC SERVICES This on-site model is designed for elementary faculty groups. Arrangements as to time, place, cost and duration are negotiated with each group individually. (Available after February 15, 1982)

DURATION OF PROGRAM It is currently used as part of inservice programs for the Milwaukee Archdiocesan Schools

ANTICIPATED OUTCOMES/EVALUATION STATUS Working knowledge of classroom management skills related to effective management of "time-on-task" student behavior. Self-assessment skills designed to encourage on-going assessment of effective instructional performance.

REPLICATION POTENTIAL Arrangements as to time, place, cost and duration are negotiated with each group individually.

COORDINATION EFFORTS The presenter of this workshop has functioned as a consultant to the Chief Administrators of Catholic Education (CACE) - a subgroup of the National Catholic Education Association - in developing an outcome-oriented model of preservice teacher education for Catholic schools.

UNIQUE/SUCCESSFUL CHARACTERISTICS It is designed to assure mastery learning of basic skills for each individual learner in a regular classroom setting.

CHARACTERISTICS OF EFFECTIVE CLASSROOM MANAGEMENT

-Based on Jacob Kounin's research (1970)

Discipline and Group Management in Classrooms

1. WITHITNESS - the ability to communicate awareness of what is going on every moment with every student in the classroom
 - Avoids timing mistakes - picks up on the first sign of deviancy
 - Avoids target mistakes
 - .deals with the proper student
 - .ignores minor misbehaviors to stop major infractions
2. OVERLAPPING - the ability to attend to more than one issue at a time without becoming confused or distracted
3. MOVEMENT MANAGEMENT - the ability to initiate, sustain or terminate classroom activities effectively
 - Smoothness - refers to the flow of activities
 - .avoids interruptions and intrusions
 - .minimizes transition time and waiting time
 - Momentum - refers to the pace of activities; avoids slowdowns caused by:
 - .overdwelling behavior (detailing instructions to point of boredom)
 - .fragmentation behavior (dealing with individuals one at a time rather than with the group)
4. GROUP FOCUS - the ability to maintain focus on the group rather than on an individual student
 - Group alerting - refers to the involvement of all non reciting students, maintaining their attention and keeping them "on their toes."
 - Accountability - refers to the ability of the teacher to hold students accountable and responsible for their performance
5. CHALLENGING AROUSAL - the ability to get the students excited, enthusiastic and curious about their academic tasks
6. VARIETY - the ability to provide a variety of activities in a lesson

HOW QUALITY TIME IS DIMINISHED IN THE CLASSROOM

1. Many teachers talk too much in their desire to orient, motivate and explain a lesson or learning activity.
2. Class discussions/activities often result in only a few students making responses while the others sit by passively.
3. Unevenness in rate of accomplishment is often a problem, with some students completing a task while others are just getting started.
4. Not having enough evaluation "breaks" results in learning errors, especially if the student is on the wrong track.
5. Poor planning within a room or poor coordination of classroom activities often causes students to "sit and wait."
6. Often a child is told to do something without really knowing why he is doing it, thereby diminishing his personal efficiency.
7. Students often wait impatiently while the teacher performs operations that the students could do themselves.
8. Interruptions and intrusions often distract the students from their learning tasks, thereby diminishing their personal efficiency.
9. Students are often "pulled out" of classes related to basic skills instruction for the purpose of improving basic skills.

STRATEGIES FOR SELF-ASSESSMENT

1. Make a list of tasks and experiences that occur during the day. Write "T" before those that you reserve totally for yourself, "S" before those that are done largely by the students, and "B" before those in which you and the students share responsibility. A sample list might include:
 - ___ 1. Determining learning outcomes and objectives
 - ___ 2. Deciding on the sequencing of learning tasks
 - ___ 3. Selecting strategies to achieve objectives
 - ___ 4. Making media selections
 - ___ 5. Setting up materials for class
 - ___ 6. Carrying out the learning strategies
 - ___ 7. Determining evaluation procedures
 - ___ 8. Determining criteria for quality of written/oral assignments
 - ___ 9. Collecting homework and other work projects
 - ___ 10. Checking on completion of work assignments
 - ___ 11. Assessing homework and other work projects
 - ___ 12. Deciding on need for additional learning activities
 - ___ 13. Keeping record of student progress
 - ___ 14. Determining standards of cooperation and courtesy
 - ___ 15. Controlling movement in the classroom
 - ___ 16. Maintaining standards of cooperation and courtesy
 - ___ 17. Settling personal differences
 - ___ 18. Controlling movement outside the classroom
 - ___ 19. Keeping the classroom neat
 - ___ 20. Arranging the room
 - ___ 21. Taking attendance
 - ___ 22. Collecting milk money/lunch money
 - ___ 23. Planning bulletin boards and displaying student work
2. Next select two situations for change: one, a task which you totally reserve for yourself at present and another in which you and the students share responsibility but which you think they might possibly take over.
 - 1.
 - 2.
3. Determine the risks involved in changing either of the above.
4. Determine the advantages to you and/or the students in changing the above.
5. Do the advantages outweigh the risks?

TIME-ON-TASK SCALE

A	B	C	D	E	F
1-A 6-A 2-A 7-A 3-A 8-A 4-A 9-A 5-A 10-A 11-D	1-E 6-A 2-E 7-E 3-B 8-E 4-B 9-E 5-E 10-E 11-E	1-E 6-A 2-A 7-A 3-A 8-A 4-A 9-A 5-A 10-A 11-D	1-E 6-D 2-D 7-A 3-B 8-A 4-A 9-A 5-A 10-E 11-E	1-B 6-D 2-A 7-A 3-A 8-A 4-A 9-A 5-A 10-E 11-D	1-A 6-A 2-A 7-D 3-A 8-A 4-A 9-A 5-A 10-A 11-A
1-A 8-A 2-A 7-A 3-A 8-A 4-A 9-E 5-A 10-D 11-E	1-A 6-A 2-A 7-A 3-A 8-A 4-A 9-A 5-A 10-A 11-A	1-B 6-A 2-B 7-A 3-B 8-A 4-D 9-D 5-A 10-A 11-A	1-A 6-D 2-A 7-A 3-A 8-A 4-A 9-A 5-A 10-A 11-A	1-A 6-A 2-A 7-D 3-A 8-D 4-D 9-A 5-A 10-E 11-F	1-E 6-A 2-A 7-D 3-A 8-C 4-A 9-A 5-A 10-A 11-A
1-B 6-A 2-A 7-A 3-D 8-A 4-A 9-A 5-A 10-A 11-A	1-A 6-A 2-A 7-A 3-A 8-A 4-A 9-D 5-E 10-E 11-A	1-B 6-A 2-D 7-A 3-A 8-A 4-A 9-D 5-A 10-A 11-D	1-A 6-A 2-A 7-A 3-A 8-A 4-A 9-A 5-A 10-A 11-A	1-A 6-A 2-A 7-A 3-A 8-A 4-E 9-A 5-A 10-A 11-D	1-C 6-D 2-C 7-D 3-C 8-E 4-C 9-C 5-E 10-E 11-D
1-A 6-A 2-A 7-E 3-A 8-E 4-A 9-A 5-C 10-E 11-E	1-A 6-A 2-B 7-A 3-A 8-A 4-A 9-A 5-A 10-A 11-A	1-A 6-A 2-A 7-A 3-E 8-A 4-A 9-A 5-A 10-A 11-A	1-A 6-A 2-A 7-A 3-A 8-E 4-A 9-A 5-A 10-A 11-A	1-A 6-A 2-A 7-D 3-A 8-D 4-E 9-A 5-D 10-D 11-F	1-D 6-A 2-A 7-A 3-A 8-A 4-A 9-A 5-A 10-A 11-A
	1-C 6-D 2-A 7-A 3-A 8-A 4-A 9-E 5-A 10-A 11-A	1-A 6-A 2-A 7-A 3-D 8-E 4-A 9-D 5-A 10-A 11-A	1-A 6-A 2-A 7-A 3-A 8-E 4-A 9-F 5-A 10-F 11-F		1-A 6-A 2-D 7-A 3-A 8-A 4-E 9-A 5-A 10-A 11-E

Observations	Codes
1 -- 10:40	A = at assigned task
2 -- 10:44	B = working on another subject
3 -- 10:43	C = gazing or daydreaming
4 -- 10:51	D = out of seat
5 -- 10:54	E = visiting with neighbor
6 -- 10:58	F = sleeping
7 -- 11:02	G = reading magazines
8 -- 11:06	
9 -- 11:10	
10 -- 11:14	
11 -- 11:18	

TITLE OF PROJECT Writing Skills: Teaching and Evaluation Strategies

CONTACT PERSON Patricia S. Hoffman

ADDRESS 9333 West Lincoln Avenue
West Allis, Wisconsin 53214

PHONE 414-541-8080 Ext. 310

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Writing

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM We have involved selected teachers from many different schools in extensive inservice work on writing skills.

GOALS To strengthen the writing skills program K-12.

SPECIFIC SERVICES About 75 teachers (elementary, secondary, public and parochial) have been involved in one phase or another of the curriculum work.

DURATION OF PROGRAM Three years

ANTICIPATED OUTCOMES/EVALUATION STATUS Improvement in student writing at all grade levels.

REPLICATION POTENTIAL Similar undertakings should be tailored to each district's needs, level of staff development, and resources available. We utilized federal and local funds and teacher course fees for various phases of our program.

COORDINATION EFFORTS We have utilized people and materials from the Department of Public Instruction, UW - Milwaukee, UW - Green Bay, the Weehawken, New Jersey (Individualized Language Arts) project, and the Wisconsin Writing Project.

UNIQUE/SUCCESSFUL CHARACTERISTICS Teachers volunteered for various phases of the project.

ADDITIONAL INFORMATION We produced two quite extensive writing skills curriculum guides on writing skills K-12.

AN IN-SERVICE PROGRAM FOR TEACHING

WRITING SKILLS IN GRADES 1 - 6

PRESENTED BY

DIANE GRALINSKI AND MARIANNE KNUDSON

MADISON SCHOOL

AND

GENERAL MITCHELL SCHOOL

Portions of the attached materials were developed as part of a district curriculum guide Writing Skills K-12 with Teaching Ideas for Grades 1-6, and the Weehawken guide Individualized Language Arts. Sources used in this guide are identified on appropriate pages.

Patricia S. Hoffman
Language Arts Supervisor

School District of
West Allis-West Milwaukee, et al.

12/81

- MOTIVATIONAL IDEAS -

1. VERB-CHARADES

The children sit in a circle. The teacher starts by doing an action. The children try to guess it. When guessed, the word is recorded on the ACTION WORD CHART and the next player takes over. Action words may not be repeated. If one is repeated or a child can't think of one, he passes and then is out on the second pass. The last child in is the winner. The list is kept for further use in compositions.

2. IT COULD BE A.....

The teacher displays an object, then passes it around the class for all to examine one by one. As it is given to each child, the child demonstrates and/or tells how it could be used. (Let the children use their imaginations.)

Example: Object - Frisbee. A child might say, "It is a button for a giant's coat".

Write the story of a Frisbee who became a giant's button.

3. IF I WERE A MARTIAN.....

This is a take-off on #2 "IT COULD BE A.....". This is done from the imaginary viewpoint of a Martian. A very familiar object is to be used. The children role-play a Martian finding the object and trying to use it.

Example: Object - A large combat boat. A child examines and then uses it for a chair.

A story starts as a result of each Martian's (child's) use of the object.

4. FRAMED FACTS

After discussing the meaning of a fact, each child is given a 9" x 12" piece of paper with the center removed. Thus, the part left is the frame. (Retain the removed center for the paper to write on.)



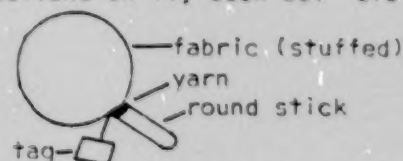
Give each child two minutes to find something interesting to frame. Then, each child will begin writing down visible facts about the framed area.

Example: I see a red and white box. It is smooth and hard.

If the description is clear, the rest of the class should be able to recognize the framed area and identify it.

5. LOLLIPOPS - LICK THESE!

Any related topic or activity may be written on a tag attached to each "pop". A student chooses a "pop" and follows the directions on it, such as: "List ten ways to eat a lollipop."



6. PEN PALS

Each student is matched with another first grade child in a neighboring school. They write back and forth throughout the year. In spring, they meet - first, at one school and then at the other. Thus, each child gets to show the other child his/her classroom, etc.

7. CELEBRATE SPECIAL DAYS

The following special days are developed so all subject areas include the SPECIAL DAY topic. It is excellent in creating many alternatives to writing a story, such as, making a tape.

SPECIAL DAYS might be:

- | | |
|-----------------------|---------------------------|
| a. Stuffed Animal Day | h. No Talking Morning |
| b. Baking Day | i. Insect Day |
| c. Autograph Day | j. Color Days (Red, etc.) |
| d. Building Day | k. Painting Day |
| e. Hobby Day | l. Magic Marker Day |
| f. Poster Day | m. Bumper Sticker Day |
| g. Favorite Toy Day | n. Riddle Day |

8. SING A SONG

Write new words to an old song, such as: "Three Blind Mice" could be changed to "Five Pink Pigs" or "Nine Neat Birds".

9. LETTER STORIES

Collect words which begin with the chosen letter and then write a story using the listed words.

Example: B Words - Bill bought balloons. Bob blew up the balloons. Bang! Bang! Bob blew a bit too hard.

10. SEQUENTIAL CARTOON STORIES

Given a topic, each child will make a list of the steps involved to do the task, such as: eating a sandwich or building a snowman. After the points are clear, the cartoon is to be drawn and then explained in written form (story style or cartoon style).

Ideas for SEQUENTIAL DEVELOPMENT:

- | | |
|-------------------------------|---------------------|
| a. Setting the table | f. Tying shoes |
| b. Making a bed | g. Mailing a letter |
| c. Getting up | h. Buying a toy |
| d. Getting dressed for school | i. Brushing teeth |
| e. Taking a bath | j. Wrapping a gift |

Marianne Knudson
General Mitchell School

- HANDS-ON REINFORCEMENT -
for the Primary Level

1. PUNCTUATION PINS

Given a sentence on a tagboard strip, the children will clothespin on the correct missing punctuation mark.

Example: front

I see a big blue balloon.

a green stick-on dot

The clothespin with a punctuation mark on it will be clipped on top of the dot. It should be made self-correcting by putting the correct punctuation mark on the back of the strip.

back

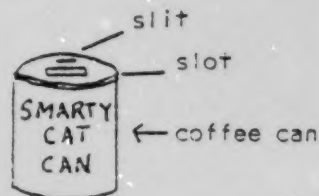
.



← clothespin
(mark both sides.)

2. SMARTY CAT CAN (A daily activity all year long.)

Place a small picture in the slit in the lid. Each child follows the instructions* as to what to do with the picture and writes the answer on paper. Then, the paper is folded and dropped into the slot. The can is opened at the end of the day.



*Student may write:

- The beginning sound.
- The structural patterns - CVCE words, etc.
- A sentence with the picture's name in it.
- A sentence which describes the pictured object.
- A story about the pictured object.

3. STAND-UP SENTENCES

Children read a sentence strip and determine whether a capital or lower case letter is needed at the beginning of each word. They hang the appropriate side of the letter card over the word to show their choice. The students can correct their answers by looking inside the sentence strip to view the correct punctuation form.

roy can run.



4. LET'S GO SHOPPING

Place three to five objects in a bag. Have each child write a description of three of the objects or use the objects to help each child complete a story using the bagged items. Children enjoy setting up bags for others to use.

basket

strawberry

5. STRAWBERRY SORT



On each strawberry, write a WHO, WHAT, WHEN, WHERE or WHY word or phrase. Students are to sort the strawberries by placing them in the proper basket.

6. TEE TIME

which word?

The boys _____ playing. • were
• was
• is

Is it a sentence?

A rabbit is • yes
• No

Use a golf tee to stick through the hole next to the answer. Make it self-correcting by placing a mark on the back of the card in the proper place.

- STORY STARTERS -
for any age level

1. Mrs. Cook's pie was stolen from her window and tracks were seen around the house...
2. A puppy was missing from the dog house and close by was found a pen with initials on it.....
3. In the center of my lollipop, I found.....
4. Just behind the tree I found.....
5. Once upon a time there was a bald turkey who.....
6. One Christmas morning, all seemed to be very quiet except for a strange movement by the tree.....
7. One Christmas Eve, all of Santa's reindeer got pneumonia so Santa took.....
8. I'd like to be the Tooth Fairy because.....
9. If animals wore clothes.....
10. I opened the refrigerator door and on the shelf sat a.....

- DESCRIPTIONS -

1. Describe a television commercial you enjoy and one you do not enjoy.
2. Describe snow to a native in the African jungle.
3. Describe the color red.
4. Describe a hamburger to a plant eater.
5. Describe chocolate to a person who has never tasted it.
6. Describe how you look so a blind person could visualize you.
7. Describe your bedroom.
8. Describe your teacher to the President of the United States.

- WORD LISTS TO MAKE -

- | | |
|--|--|
| 1. Color Words (red words, blue words, etc.) | 9. Letter Words (P words, C words, etc.) |
| 2. Holiday Words (Christmas, etc.) | 10. Sound Words |
| 3. Jungle Animals | 11. Taste Words (sweet, sour, etc.) |
| 4. Farm Animals | 12. Indoor Words |
| 5. Foods (favorites) | 13. Lazy Words |
| 6. Rhyming Words | 14. Grumpy Words |
| 7. Opposites | 15. Furniture Words |
| 8. Palindromes | 16. Kinds of Boats |

TEACHING IDEAS: Personal Writing

Activity: A Poem About Me

Objective: To write a poem about themselves in the poetic form Cinquain.

Materials: Teacher selection of writing supplies.

Pre-writing: Read poetry in the Cinquain form or use some board examples to teach students the format.

Cinquain is a poetic form which has five lines:

1. One word for the title.
2. Two words that describe the title.
3. Three words that express action.
4. Four words that express feeling.
5. One word that repeats the title again or a word similar to the title.

Example:

Susie
Pretty, Slender
Skipping, Twirling, Dancing
Happy, Nervous, Proud, Glad
Girl

Share an exmple on the board letting the class make suggestions for each line.

Writing: The students will write their own Cinquain poem using their name for the title.

TEACHING IDEAS: Personal Writing

Activity: Editor

Objective: To rewrite a well-known story.

Material: Teachers selection of writing supplies.

Pre-writing: Take several versions/rewritings of a story (e.g., The Three Pigs, Sleeping Beauty, Snow White and the Seven Dwarfs). Compare and contrast the versions. Discuss how the characters differ in each story.

Writing: Have the children make up their own version, or choose a book the children have heard many times and write it as s/he remembers it.

Variations: 1. Write a story about a favorite song.
2. Write about a TV special (e.g., Charlie Brown's Christmas Tree).

TEACHING IDEAS: Creative Writing

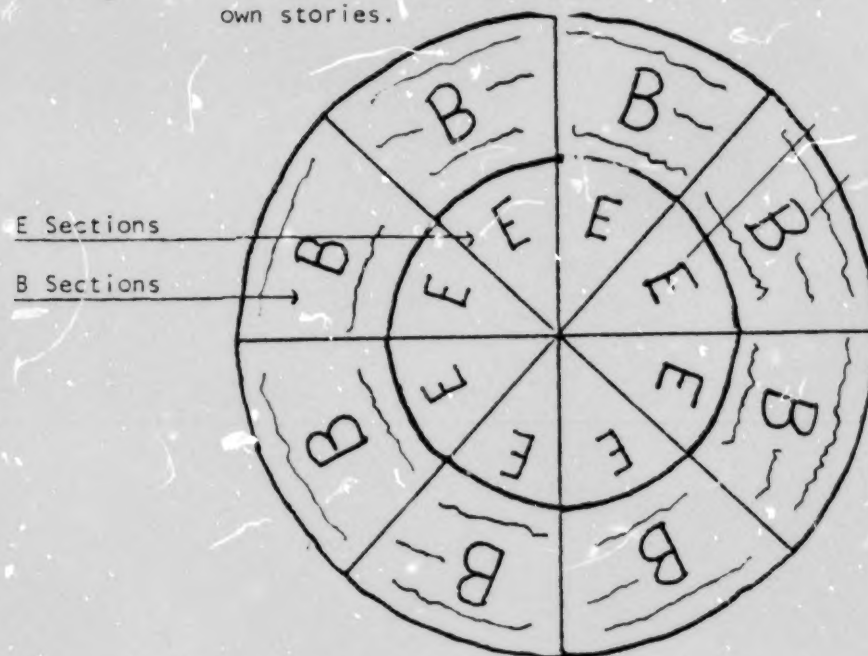
Activity: Beginnings and Endings

Objective: To challenge students resourcefulness to write stories by supplying unusual titles.

Materials: Teacher-made chart.

Pre-writing: Make a Beginnings and Endings Title Wheel similar to the one illustrated below, writing in different title beginnings and endings from the list on the next page. The teacher may select, or have students as a group select, title beginnings and endings to write in the various wedges. Have a student select a title from a "B" (beginning of Title) section and an "E" (ending of title) section. Brainstorm with students different story elements to go with the unusual title. Repeat the activity with new students and titles, if necessary.

Writing: Students choose individual titles and write their own stories.



Adapted from Ideas on Creativity

(Continued)

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TEACHING IDEAS: Creative Writing (Cont'd)

Beginnings and Endings (Cont'd)

SUGGESTED TITLE BEGINNINGS (B, outside sections)

The Impossible and -
 The Angry -
 The Runaway -
 The Wish That Came True for -
 All Alone With -
 Getting Even With -
 Helping -
 The Flying -
 What It is Like to Be -
 A Wild, Wild Adventure With -
 The Slightly Confused -
 The Little Green -
 Why I Can't Stand Kids by -
 My Buddy -
 A Head-to-Toe Description of -
 A Surprise for -
 My Favorite Recipe by -
 The Black and White -
 The Mystery of the -
 The Teeny Tiny -
 The Compulsively Clean -
 The Frozen -
 Franz and His -
 Catch Your -
 The Happiest -
 A Funny Time With -
 The Singing -
 This Poem is Dedicated to -
 The Smallest -
 The Oldest -
 The Man With the -
 One Day in the Life of -
 A Home in The -
 Fun On a -
 The Most Aggrevating -
 A Narrow Escape for -
 Frightened -
 The Lost Glove and -
 If I had a Magic -
 The Inside Out -
 Little Things I Love About -
 A Space Trip With -
 The Fifteen Foot -
 Did You Hear the -
 The Fractured -
 If There Wasn't Any -
 Mother Always Said -
 Listen to the -
 Never Smash a -
 The Whistling -

SUGGESTED TITLE ENDINGS (E, inside sections)

- the Mystery Man
 - Bug Smasher
 - Uncle George
 - Rumble Bumble Bee
 - The Purple Tingle Tangle
 - Everlasting Cough Drop
 - Used Kleenex
 - "O"
 - Flyaway Kite
 - an Ant Named Joe
 - Gold-Rimmed Spectacles
 - Boy from Squeaksville
 - Golden Nose
 - My Older Sister
 - Mully-Mully the Monster
 - My Worst Enemy
 - A Tree I Know
 - Me, Myself and I
 - Green Elephant
 - Jiggly Stairs
 - The Mad Scientist
 - My Best Friend
 - Mr. Sponge
 - Wiggly Worm
 - Microscope
 - Super Rooster
 - Dear Old Dad
 - Orange Juice
 - Hamburger
 - Saggy Sock
 - A. Albatross
 - Soda Pop
 - Marigolds and Tulips
 - Fairy Tale
 - Giant
 - My Mom
 - Earthlings
 - Tea Leaf
 - Pink Boat
 - Z-Ton Boxer
 - Chevrolet
 - My Hero
 - Uncle Grouch
 - Tree House
 - My Dog
 - Chimes
 - Carpenters
 - Space Lady
 - Stitch in Time
 - Pine Cone

TEACHING IDEAS: Creative Writing

- Activity: It Sounds Familiar
- Objective: To use a well-known literary tale as a model for writing a creative story.
- Materials: Story examples such as The Cobbler's Reward, The Clodhopper by H. W. Anderson, "Too Much Nose" in Time to Wonder, that follow a similar plot structure.
- Pre-writing:
1. Read aloud several stories that follow the same plot form. Note similarities and differences. Discuss with students which story they liked best and why.
 2. Discuss story elements and plot.
 3. Outline of plot to be used as the model:
 - A. A poor person sets out to seek his or her future.
 - B. The person stops to befriend a group of creatures who seem insignificant, but who offer to help the person if s/he ever needs help.
 - C. Repeat of B, befriending a second creature.
 - D. Repeat of B, a third creature.
 - E. The person arrives at a place where there is something s/he wants very much.
 - F. To get this, s/he must perform three tasks, all of which are seemingly impossible.
 - G. The person does perform the task, with the help of the first group of creatures.
 - H. A repeat of G, with the second group of creatures.
 - I. A repeat of G, with the third group of creatures.
 - J. Having accomplished the task, the person lives happily ever after!
 4. Lead students to develop their stories to contain the same basic structures, following plot outline done during pre-writing.
- Writing: Students write a story, following the plot outline, using their own characters and events to fit the structure.

NOTE: A different set of stories to use with parallel plot is The Gingerbread Boy and The Pancake.

Adapted from Read to Write by John Stewig.

TEACHING IDEAS: Creative Writing

Activity: One Halloween Night

Objective: To write a story using an established introduction for each paragraph.

Pre-writing: Brainstorm Halloween words with the class. Write the words on the board. Have a student make a ditto from the words on the board. Give a copy of the words to each child. Write the beginning of the paragraphs (listed below) on the board and have the students complete them according to the listed suggestions.

Writing: Use the following paragraph introductions:

1. One Halloween night on my way to the old wrecked mansion....
(This paragraph should include, the journey to the house and a description of the night.)
2. I arrived at the house and found....
(This paragraph should include a description of the house and how to get into the locked mansion.)
3. After entering, I began wandering around the first floor....
(This paragraph tells of the adventure on the first floor and ends with the story-teller on the second floor.)
4. My adventure on the second floor was even worse.....
(The paragraph includes an adventure on the second floor which ends with the need for an escape.)
5. I finally managed to escape when....
(This paragraph will have the escape from the house and end up safely at home.)

- Variations:
1. Record the stories so students can listen to each others' stories. These can also be used for Open House display.
 2. Have small groups write each paragraph and display the final copies around an old mansion on a bulletin board.
 3. You may do one paragraph a day, two a day or all five in one day depending on your group.
 4. Develop other paragraph beginnings on another subject of your choice.

JUST REWARDS: Combining a Topic and Kind of
Writing for a Specific Audience

A given writing topic can be used in a variety of ways to produce very different results. For example the topic "ice skates" or "ice skating" might be used in an interview, as a human interest story, a poster, a catalog description, or in a sports analysis.

Here are some suggested writing topics, kinds of writing, and possible audiences, as well as a few examples of specific assignments linking these components.

Possible Audiences of Student Writing

Student writing could be addressed to...

student newspaper	local industries	veterinarian office
school newsletter	national industries	dentist office
local newspaper	political representatives	pediatric ward
promotional materials	yourself	gas & electric company
magazines	a relative	school office
peers	your family	optometrist office
a friend	your grandfather/ grandmother	bicycle shop
younger children	a historical figure	parents of newborn
older children	fan clubs	beauty or barber shop
community organizations	people in the news	senior citizen clubs
local businesses	(local and national)	community
sponsors of composition contests		

Kinds of Writing

Instead of "Write a story" try...

ads (for magazines, newspapers, yellow pages)	biographies	couplets
advice columns	blurbs	comparisons
allegories	books	comic strips
anecdotes	book jackets	complaints
announcements	book reviews	congratulations
anthems	brochures	constitutions
appendices	bulletins	contracts
applications	bumper stickers	conundrums
apologies	calendar quips	conversations
assumptions	calorie charts	critiques
autobiographies	campaign speeches	cumulative stories
awards	cartoons	date sheets
ballads	captions	definitions
beauty tips	catalog descriptions	descriptions
bedtime stories	cause and effect	dialogues
beginnings	cereal boxes	diaries
billboards	certificates	diets
	character sketches	directions
	church bulletins	directories

(continued)

Combining a Topic and Kind of Writing for a Specific Audience (Cont'd)

Kinds of Writing (cont'd)

documents	job applications	poems
double talk	job specifications	policy papers
dramas	jokes	post cards
dream scripts	journals	posters
editorials	jump rope rhymes	prayers
epilogues	labels	problems
epitaphs	legends	problem solutions
encyclopedia entries	letters	profomas
endings	lies	profound sayings
essays	lists	prologues
essays of exemplification	love notes	proposals
evaluations	luscious words	propaganda sheets
exaggerations	lyrics	protest signs
exclamations	magazines	protest letters
explanations	marquee notices	product descriptions
fables	memories	proverbs
fairy tales	metaphors	public notices
fantasies	menus	puppet shows
farewells	monologues	puns puzzles
fashion articles	movie reviews	quips
fashion show scripts	movie scripts	quizzes
folklore	mysteries	questionnaires
fortunes	myths	questions
friendly letters	neon signs	quotations
game rules	news analyses	radio scripts
graffiti	newscasts	ransom notes
good news-bad news	newspapers	reactions
greeting cards	news stories	real estate notices
grocery lists	nominating speeches	rebuttals
gossip	nonsense	recipes
headlines	notebooks	record covers
horoscopes	nursery rhymes	remedies
how-to-do-it speeches	obituaries	reports
human interest stories	observations	requests
impromptu speeches	odes	requiems
indexes	opinions	requisitions
inquiries	palindromes	research papers
insults	pamphlets	resumes
interviews	parodies	reviews
introductions (to	party tips	revisions
people, places, books)	persuasive letters	riddles
invitations	phrases	sale notices
	plays	sale pitches
		satires

(Continued)

Combining a Topic and Kind of Writing for a Specific Audience (Cont'd)

Kinds of Writing (cont'd)

schedules	TV commercials	want ads
secrets	TV guides	wanted posters
self descriptions	TV programs	warnings
sentences	TV scripts	wills
sequels	tall tales	wise sayings
serialized stories	telegrams	wishes
sermons	telephone directories	weather reports
signs	textbooks	weather forecasts
silly sayings	thank you notes	words
skits	theater programs	yarns
skywriting messages	titles	yellow pages
slogans	tonque twisters	
soap operas	traffic rules	
society news	transcripts	
songs	travel folders	
speeches	travel posters	
spoofs	tributes	
spook stories	trivia	
spoonerisms		
sports accounts	used car salesman ads	
sports analysis	vignettes	
superstitions	vitas	
sympathies		

Writing Topics

This list could be endless...

animals	airport	mountains
pets	trains	caves
fish	physical education	ice cream stand
toys	teacher	drug store
Mother	school cafeteria	grocery store
Father	school cook	shoe repair man
sisters	trees	police
brothers	insects	patrol cars
home	weekend	school patrol
breakfast	classroom art	lights
dinner at home	corner	fairs
barber	classroom listening	Labor Day
beautician	post	television
dentist	classroom building	favorite food
doctor	corner	picnics
illness	Washington's birthday	swimming
school nurse	Easter	public playground
school secretary	Memorial Day	neighbors
school custodian	May Day	friends
cars	rivers	church
airplanes	oceans	synagogue

(Continued)

(For many more topics, see Marge Frank's If You're Going to Teach Kids to Write . . .)

Writing Evaluation Criteria

Grade 1

- * For grades 1 and 2, the levels represent stages of development based entirely upon the child's ability to communicate meaning in writing. The ability to use the conventions of written expression (correct spelling, punctuation, capitalization, etc.) is not evaluated until grade 3.

Level 1 - Beginning writing The writing does not contain a complete thought which can be readily understood.

Level 2 - Beginning writing The child can organize a complete thought in his or her mind and express it in writing. Some passages may not be readily understood. The writing does not, however, contain two ideas in sequence so that the second idea says something about the first or tells what happened next.

Level 3 - Competent first grade writing The child can express two ideas in sequence so that the second idea says something about the first or tells what happened next. Some passages may not be readily understood. Taken as a whole, however, the writing is not a complete "story." The topic does not have a sense of completeness.

Level 4 - Superior writing The child can compose a completed series of ideas about a topic, all of which can be readily understood.

- * A number of school districts are attempting to establish standards for writing at various grade levels. The suggestions on this and the following two pages are descriptive standards adapted from material developed by the Grosse Pointe Public Schools. These levels might be used to communicate to parents the student's writing achievement. Descriptions are available for all elementary grade levels.

Writing Evaluation Criteria

Grade 3

Level 1 - Beginning writing The writing does not contain an understandable message. It either contains passages which cannot be readily understood or contains an insufficient number of related thoughts to comprise a message.

Level 2 - Not competent The student can express a message which can, in the main, be readily understood. The writing, however, contains several serious deficiencies in basic language skills, judged by standards appropriate for the grade. The writing may show a lack of knowledge about how to spell basic syllables. Word endings or entire words may be omitted. The word order in sentences may be tangled, or the ideas may not follow one another in order.

Level 3 - Marginally competent The student can express a message which can be readily understood and which does not contain numerous gross deficiencies in spelling and wording. However, either the spelling is not competent for the grade or the topic is not completed.

Level 4 - Competent The student can compose a completed series of ideas about a topic with competent spelling for the grade. The writing does not, however, demonstrate control of sentence sense at a level appropriate for the grade.

Level 5 - Highly competent The student can compose a completed series of ideas about a topic with spelling and sentence sense appropriate for the grade. The writing does not, however, contain passages of superior writing with characteristics such as good vocabulary, insight, creativity, or vitality of expression.

Level 6 - Superior The student can compose a completed series of ideas about a topic with spelling and sentence sense appropriate for the grade level and with a passage of superior writing. Superior writing contains characteristics such as good vocabulary, insight, creativity, or vitality of expression. The passage of superior writing, however, tends to be an isolated example.

Level 7 - Superior The student can compose a completed series of ideas about a topic with spelling and sentence sense appropriate for the grade and with a sustained excellence of expression. The student can compose with insight, creativity, or vitality of expression.

Writing Evaluation Criteria

Grade 5

Level 1 - Not competent The writing does not contain an understandable message. It either contains passages which cannot be readily understood or contains an insufficient number of related thoughts to comprise a message.

Level 2 - Not competent The student can express a message which can be readily understood. The writing, however, contains numerous gross deficiencies in wording, spelling, punctuation, or capitalization, judged by standards appropriate for the grade.

Level 3 - Marginally competent The student can express a message which can be readily understood and which does not contain numerous gross deficiencies in wording, spelling, punctuation, or capitalization, judged by standards appropriate for the grade:

Completeness of content
Sentence sense

Spelling
Punctuation and capitalization

Level 4 - Competent The student can compose a completed series of ideas about a topic with these skills at a level appropriate for the grade:

Completeness of content
Sentence sense
Spelling

Punctuation and capitalization
Use of nonbasic sentence patterns
Use of connecting words to join sentences

The writing does not, however, demonstrate the use of good vocabulary, good sentence structure, and a controlling idea.

Level 5 - Highly competent The student can compose a completed series of ideas about a topic with basic skills at a level appropriate for the grade and with good vocabulary, and good sentence structure. The writing does not, however, contain passages of superior writing with characteristics such as insight, creativity, or vitality of expression.

Level 6 - Superior The student can compose a completed series of ideas about a topic with excellent basic skills appropriate for the grade, with good vocabulary and sentence structure, and with a passage of superior writing. Superior writing contains a characteristic such as insight, creativity, or vitality of expression.

Level 7 - Superior The student can compose a completed series of ideas about a topic with excellent basic skills appropriate for the grade, with good vocabulary and sentence structure, and with a sustained excellence of expression. The student can compose with insight, creativity, or vitality and richness of expression.

More Ideas

FABLES - students can write stories using familiar fables as models.

Characteristics: Short

Animal characters

Animals are personified

Teaches a lesson

Event shows wise or foolish behavior

Summarize story in a one-sentence moral

EDITING - to be done by the student

1. ADDITION - Is there some place in my story where I should add something?
2. CHANGE - Is there a place where I should change something?
3. SEQUENCE - Is there something that needs to be relocated?
4. BRIDGES - Is there a place where I need a better transition?
5. DELETION - Is there a place where I can take something out?

POETRY IDEA - teaching great poetry to children as a model for their own writing

"This Is Just to Say" by William Carlos Williams

I have eaten
the plums
that were in
the icebox
and which
you were probably
saving
for breakfast
Forgive me
they were delicious
so sweet
and so cold

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Teacher Resources

Classroom Ideas for Encouraging Thinking and Feeling

Frank Williams, D.O.K. Publishers Inc. 1970

If You're Trying to Teach Kids How to Write, You've Gotta Have This Book!

Marge Frank, Incentive Publications, 1979

Secrets and Surprises

Joe Wayman and Lorraine Plum, Random House, 1972

The Yellow Pages for Students and Teachers

From Kids Stuff People, Incentive Publications, 1980

Books That Can Be Used for Modeling

The ABC Bunny

Wanda Gag, Coward, McCann Inc., 1938

Albert's Alphabet Walk

Victoria Chess, Greenwillow Books, 1979

The Cobbler's Reward

Barbara and Ewa Reid, Macmillan, 1978

Fortunately

Charlie Remy, Parents Magazine Press

A House is a House for Me

Mary Ann Haberman

Rose, Where Did You Get That Red?

Kenneth Koch, Random House, Inc., 1973

Picture Sets to Teach Inverted Outlining

The Changing City

The Changing Countryside

Mueller & Jung, Atheneum Publications, 1977

TITLE OF PROJECT An Adoption/Adaption of the Vocational Reading Power Model to Serve Secondary Content Area Teachers

CONTACT PERSON Barbara Hull

ADDRESS Merrill Area Public Schools
1111 N. Sales Street
Merrill, Wisconsin 54452

PHONE 715-536-3083

TYPE OF AGENCY Secondary

SUBJECT AREA Reading

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The VRP Project is a teacher oriented program for reading development in junior and senior high classes. The components are: 1. Readability, 2. Testing, 3. Vocabulary development, 4. Reading in the Content Area modules, and 5. Instructional materials system.

GOALS To narrow the gap between student reading ability and the skill level required to read printed instructional materials. To enrich the teachers knowledge, attitudes, and skills as they relate to the use of textbooks and other reading related activities.

SPECIFIC SERVICES Twelve (12) content area teachers of grades 7-10 from the public and parochial schools were selected to attend a three-day inservice provided by The Exchange, Minneapolis Public Schools. The participants selected were either department chairmen or a member of different departments, if possible. The inservices were held at the Merrill Senior High School.

DURATION OF PROGRAM Our program was funded with a \$5,000 Basic Skills Grant on August 17, 1981.

ANTICIPATED OUTCOMES/EVALUATION STATUS Provide training in the teaching of content area reading for a selected group of secondary teachers. Develop a local inservice model as a vehicle to increase teachers' skills in the teaching of content area reading. Increase reading performance by students in reading content materials.

REPLICATION POTENTIAL \$5,000 for initial teacher inservice wages and materials, purchased services, and pre-tests. All other expenses such as regular teacher inservices, post-testing, non-capital expenses and project director's wages during the regular school term are to be borne by the school district.

COORDINATION EFFORTS There are many reference materials pertaining to teaching Reading in the Content Area, and the secondary librarians have expressed a willingness to appropriate part of their budget to obtain some of that material for the professional library.

UNIQUE/SUCCESSFUL CHARACTERISTICS

The enthusiasm of the secondary teachers. They now realize the need for reading inservice with a focus on the content area. They no longer assume all students know how to read, and since many of the staff have no credits in the teaching of reading skills, they desire this training.

ADDITIONAL INFORMATION

The original project was developed for vocational educational teachers under the title Vocational Reading Power. It received validation in 1974. In 1979, the name of the project was changed to V.R.P. reflecting the increasing use of the project in non-vocational settings. Many of the Reading in the Content Area modules and Key Word Glossaries, because of the original intent of the project, are not really suited to all needs. Therefore, upon completion of the first three components of the project and a few specifically chosen modules in district inservices, the plan is to expand Part III - Vocabulary Development. Also in the development stages are local inservices for study skills and thinking skills. Also, a resource library is being developed with the cooperation of the librarians. Though the development of the program is at the ground level stage, all persons involved are really enthusiastic. As the project progresses, more ideas will be available to share.

TITLE OF PROJECT INROADS Pre-Collegiate Program in Business and Engineering

CONTACT PERSON Debra A. Kenner, Assistant Director

ADDRESS 623 N. 2nd Street
P.O. Box 241
Milwaukee, Wisconsin 53201

PHONE 414-272-1680

TYPE OF AGENCY Elementary, Secondary, Post Secondary, Industry

SUBJECT AREA Math, Reading, Writing, Oral Language. In addition INROADS provides instruction in science, and offers Business, Engineering and technology courses.

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The mission of INROADS is to recruit talented minority students and prepare them for positions of leadership in corporate America and in the community.

GOALS The goal of the Pre-Collegiate Program is to provide advanced and intensive instruction that is skill and career oriented which academically prepares minority students for admission and success in colleges of business, engineering, and the Applied Sciences.

SPECIFIC SERVICES Instruction, tutorials, counseling, guidance and career exploration, are the services provided to 9th, 10th, 11th, and 12th grade students on a year-round basis: 6 weeks (Mon-Fri, 9:00-3:00) during the summer, and 24 Saturdays (9:00-1:00) during the school year. All courses are held at the University of Wisconsin-Milwaukee. Individual counseling takes place on a monthly basis. All students are either black or hispanic, with the exception of one Vietnamese student.

DURATION OF PROGRAM The INROADS Pre-Collegiate Program in Business and Engineering has been operational on the campus of UW-M since June, 1980.

ANTICIPATED OUTCOMES/EVALUATION STATUS INROADS expects 90% of its Pre-Collegiate graduates to enter college, and 80% to enter the INROADS College Internship Program, which offers 4 year career-related internships in Business and Engineering.

REPLICATION POTENTIAL The Budget is \$86,000 which supports 1 administrator, 1 counselor, 10 instructors, 10 tutors, instructional materials. The student population equals 60.

COORDINATION EFFORTS INROADS works closely and in cooperation with three communities: Educational (Milwaukee area public and private middle and secondary schools and state-wide colleges and universities) Business (all funding is received from the business sector) and the Minority community.

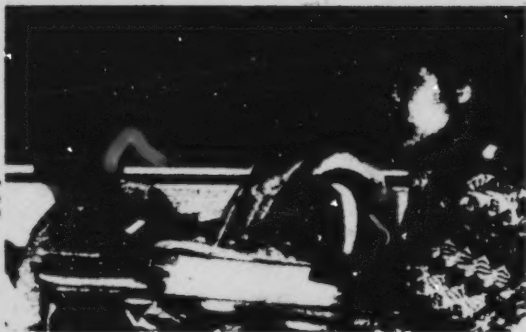
UNIQUE/SUCCESSFUL CHARACTERISTICS Intense instruction, hands-on learning experiences, one-to-one regular counseling, and the support of business and industry make this program both unique and successful.

ADDITIONAL INFORMATION A commitment to academic excellence is key for any students to be successful in the INROADS Program. All students must maintain a 3.0 cumulative GPA to remain in good standing.

SELECTION OF STUDENTS

INROADS selects 8th, 9th and 10th graders who meet the following qualifications:

1. Interest in obtaining a college education.
2. Demonstrated English, Math and Science readiness skills.
3. Good study habits.
4. A commitment to achievement.
5. Intellectual curiosity.
6. Ability to move in competitive situations.
7. Regular attendance.
8. Parental support.



TRAVEL THE "IN" ROAD TO SUCCESS

The INROADS Pre-Collegiate Programs in Business and Engineering can benefit a student in many ways. INROADS offers to our students:

- Challenging courses.
- Chemistry, Physics and computer laboratory work.
- Corporate and educational tours.
- Personal and career development seminars.
- Direct exposure to persons teaching or working in the fields of Business, Engineering and Technology.
- Tutors.
- Counseling and advising.

PARENTS WHO CARE

The INROADS family includes not only students, staff, alumni, and corporate sponsors, but includes parents who care.

INROADS recognized the importance of strong parental support, especially for students who have high goals.

These caring parents of Pre-Collegiate INROADERS are members of the INROADS Parents' Association. The purpose of the INROADS Parents' Association is to help unite the important elements of a sound educational program. Parents of the Association gain a firmer understanding of the high standards and demands of college and the business world.

All parents are expected to participate in the INROADS Parents' Association.



FOR MORE INFORMATION:

INROADS/Milwaukee, Inc.
P.O. Box 1241
Milwaukee, Wisconsin 53201
414-272-1680

Motivated students who are "turned on" by learning are invited to apply.



INROADS



Involvement
Nourishment
Responsibility
Opportunity
Acknowledgement
Determination
Success



PRE-COLLEGIATE PROGRAMS IN BUSINESS & ENGINEERING

INROADS guides and assists college-bound minority students toward success in college and careers in the business world.

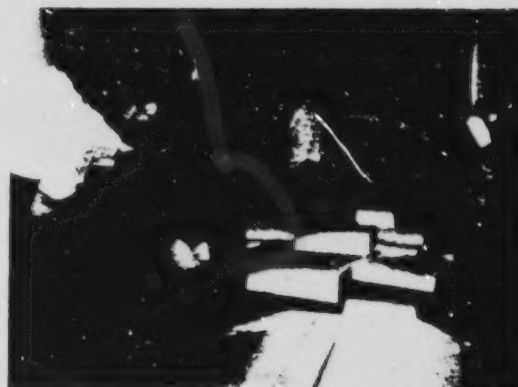
Over the years, INROADS has found that, too frequently, the bright, capable minority students - the students we recruit - do not have the solid foundation in reading, writing and mathematics required to survive and succeed in colleges of business and engineering.

The Pre-Collegiate Programs in Business and Engineering are designed to address this concern. Talented, motivated youngsters are identified early in their high school careers and provided with intensive instruction that is skill- and career-oriented. Students attend classes for 25 Saturdays during the school year and for six weeks in the summer.

INROADS IS A BRIDGE TO TOMORROW

Students who are accepted into the INROADS Pre-Collegiate Programs must have a positive attitude toward learning. A typical INROADER has high expectations of himself. He or she has a sense of responsibility and determination. These are important qualities as each INROADER prepares for a successful future.

Special attention is paid to the development of three basic skills: English, Mathematics and Science. These are the academic skills with which students must be equipped to survive and succeed in college. In addition, each INROADER is required to take the college-bound curriculum at their school. The INROADS staff helps students prepare for the academic and cultural shocks of college.



THE SUMMER SESSION

Each summer, INROADS Pre-Collegiate students participate in a six-week Summer Session which is designed to provide advanced academic instruction in such areas as the Sciences, Mathematics, Computer Programming, English and Communication Skills, Reading and Writing Skills. Courses such as Personal Development, Project Business and Project Engineering are also offered.

The Summer Session is held for six weeks on the campus of the University of Wisconsin-Milwaukee. Classes are scheduled from 9:00 a.m. to 3:00 p.m., Monday thru Friday.



THE FALL AND SPRING SESSION

During the fall and spring semesters of the school year, INROADS Pre-Collegiate students attend class at the University of Wisconsin-Milwaukee for 25 Saturday sessions. These classes are designed to add clarity and depth to the college-bound courses that Pre-Collegiate students take in their schools.

Classes during the required Fall and Spring Session, are held from 9:00 a.m. to 12:45 p.m. on Saturdays.

TITLE OF PROJECT Computer Science Inservice

CONTACT PERSON DuWayne Kleinschmidt

ADDRESS Wausau West High School
 1425 N. Third Avenue
 Wausau, Wisconsin 54401

PHONE 715-675-2587

TYPE OF AGENCY Elementary, Secondary

SUBJECT Math, Reading, Computer Usage in different educational disciplines

LOCATION Rural, Suburban

DESCRIPTION OF PROJECT/PROGRAM The project is one of a series of successful computer courses offered for college credit to teachers k-12.

GOALS What is a computer and its role in our present and future. Teach simple programming. Familiarity and experience with existing simulations (games, activities) and computer assisted instruction available commercially and locally.

SPECIFIC SERVICES Instruction inservice: All K-12 teachers, administrators and teachers of special services, are potential recipients. Thus far approximately 100 have participated. A one semester, three credit course followed by an advanced three credit course. Teachers volunteer by enrolling in the university course. Services provided in the district.

DURATION OF PROGRAM Two-one-half years

ANTICIPATED OUTCOMES/EVALUATION STATUS Much greater use of the computer as an educational tool (K-12) in many and varied disciplines.

REPLICATION POTENTIAL Very good. Cooperating university and instructors with the same philosophy are necessary.

COORDINATION EFFORTS Course has expanded to a section taught at Laona High School and various inservice sessions.

UNIQUE/SUCCESSFUL CHARACTERISTICS The philosophy and attitude of the people implementing the program.

ADDITIONAL INFORMATION Computers are here and are going to affect education. They can be powerful teaching tools only if the teachers are "computer literate" and are comfortable with them. They must be approached as a fascinating ally not as an intimidating foe. Teachers must be taught how to use them as a resource and not as a "thing" which must be mastered. The teachers must retain their identity as "educators" during their initial experience and not feel that they are becoming computer scientists.

TITLE OF PROJECT Mastery Learning Approach to Basic Skill Development: Planning and Implementation

CONTACT PERSONS John J. Koehn, Director of Instruction, Judith R. Casey, Waukesha Public Schools

ADDRESS 7077 Brown Street
Oconomowoc, Wisconsin 53066

PHONE 414-567-6633

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREAS Math, Reading, Writing

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM The program is designed to assist students in mastering identified Basic Literacy Skills in the areas of reading, writing, and mathematics. The Basic Literacy Skills serve as the prerequisites for participation in the career literacy portion of our K-12 program.

GOALS To ensure as much as possible, through the application of Mastery Learning approaches to instruction, that students will have achieved basic literacy some time between grades six and eight of the school program.

SPECIFIC SERVICES All students in grades K-12. Emphasis is upon providing the necessary training and support for district classroom teachers to ensure that careful attention is paid to systematic instruction in the Basic Literacy Skill areas.

DURATION OF PROGRAM The program has been in operation for slightly over three years. To date, the majority of the time has been spent in planning and identifying skills and training key staff members. Implementation of various facets of the program has taken place in selected pilot schools.

ANTICIPATED OUTCOMES/EVALUATION STATUS The reading portion of the program was evaluated during the 1979-80 school year. The results of the evaluation were utilized during the 1980-81 school year for possible application to the areas of writing and mathematics.

REPLICATION POTENTIAL The replication potential of the project is high with some added staff development costs. Mainly, a commitment by the district leadership is necessary to ensure that staff have the time and motivation to guide staff members in learning mastery principles.

UNIQUE/SUCCESSFUL CHARACTERISTICS The project is unique in the sense that it emphasizes not only the importance of high achievement, but also the individual satisfaction (attitude) of the student as being paramount to achieving basic literacy. It stresses the ultimate productivity of the school being both achievement and satisfaction with learning.

ADDITIONAL INFORMATION Although we have a long way to go before we can conclude the program is in place, we have had enough experience to sustain the long-term effort which we have committed to in teaching basic skills as the ultimate end or goal of the school program. Rather, it utilizes basic literacy skills as the foundation upon which to assist students in entering into career level literacy activities.

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Mastery Learning Program

When the Oconomowoc Board of Education accepted the long-term recommendations of the Faculty Graduation Requirements Committee in the fall of 1977, they renewed their commitment to enhance the learning opportunities for all students in our schools. This commitment recognizes that building a positive self image in all students is the basic foundation upon which to develop student competency in basic skill areas.

At the present time, initial plans are being made to implement the Oconomowoc Mastery Learning Program in order to attain the Board of Education's two-fold commitment. The Steering Committee, which has been charged with the responsibility of laying the foundation for the Program, offers the following questions and answers to clarify the purposes and provide the direction for the district:

Why a mastery learning program?

Such a plan is instituted in order to

HELP in making learning a successful experience for all students—"success breeds success".

SUPPORT AND ASSIST all students as they learn—all have unique learning needs.

ASSURE students and the community that basic skills are being taught and learned by all students before high school graduation.

Just what is mastery learning?

Mastery Learning is really the same as good teaching—it is a plan for instruction which is based upon the following beliefs:

The student's positive perception of himself as a person and learner is essential to mastery of basic skills.

All students can learn under favorable learning conditions—some need more time than others, all need a healthy learning climate;

Group learning conditions do not provide equality of opportunity for learning with all students;

Group instruction must be supplemented by individual help.

No teacher alone can provide the supplementary help needed by each student; other human resources parents, volunteers, aides, etc., are needed;

The long-term goals of education include learning how to learn and the development of an interest in learning.

Is the mastery learning program going to be yet another burden added to an already overloaded curriculum?

Rather than being considered a burden, the Mastery Learning Program will assist teachers in doing what they desire—namely, teach. Mastery Learning will help us focus valuable resources—both human and material—in areas where they are needed to insure effective teaching and learning.

What are the steering committee's tasks in getting the mastery learning program off the ground?

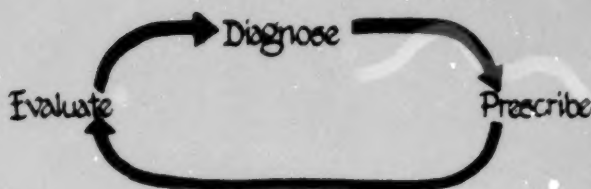
The first step to be taken by the Committee includes the identification and organization of the basic skills—those skills which all kids must know—in the areas of reading, writing, mathematics and citizenship.

Other necessary steps will be guided and directed by the Committee with ample opportunity for all teaching staff to become involved in the development of the program.

How will we put mastery learning into action?

Benjamin Bloom's theory of Mastery Learning will be used as the guiding philosophy underlying the program. This theory supports a three-step teaching plan which includes **DIAGNOSING** individual student need in relationship to the identified skills; **PRESCRIBING** appropriate materials and techniques for teaching the basic skills; and **EVALUATING** individual student basic skill progress. This teaching plan (D/P/E) will be the model for instruction in the Mastery Learning Program.

D/P/E MODEL



Inspection of the model would indicate that a new program is *not being* introduced. Rather, the plan is designed to support and assist teachers to teach kids as they know them based upon the children's unique, individual needs.

A commitment which teachers make to the D/P/E model will form the foundation of the effort. To this end, the district must provide a systematic means of providing help for teachers when they need assistance in implementing the program. To avoid significant increases in costs, an effort will be made to utilize existing resources — time, money, and staff — to implement the Mastery Learning Program.

How will this program affect me as a teacher?

The Mastery Learning Program will not affect all teachers in the same way. While *all* teachers must understand the principles of mastery learning and what impact such principles will have on teachers and teaching, the primary focus of the effort will be at the K-8 level of the district. Obviously, some students in grades 9-12 will need support and assistance in learning basic skills. **SOME KIDS NEED MORE TIME AND EFFORT TO LEARN.**

Why do we need to change? Aren't we already doing an adequate job of helping children learn?

When compared to other school districts, our district is already "doing a good job." However, we do know that many children need more intensive, individualized attention as they learn the basic skills. The Mastery Learning Program will help all children learn better.

Is the top administration committed to the concept of mastery learning?

There should be no questions as to the extent of commitment by the top administration of this district to the issue of Mastery Learning in the areas of reading, writing, mathematics and citizenship. Past efforts in this area indicate a significant commitment to the development of basic literacy skills in these areas. It is expected that the administration's commitment to the development of the Mastery Learning Program will be reflected in budget development and the allocation of resources to support the effort.



READING



MATH

DPE

CITIZENSHIP



WRITING



TITLE OF PROJECT St. Mary's Learning Center

CONTACT PERSON Mrs. Mary Kopp

ADDRESS 2553 W. Edgerton Avenue
Hales Corners, Wisconsin 53130

PHONE 414-425-3100

TYPE OF AGENCY Elementary

SUBJECT AREA Students enrolled in the Learning Center are tutored in any or all of the subject areas (math, reading, writing, oral language) depending upon their individual needs.

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM St. Mary's philosophy states that the school exists "to strive to educate the child toward his/her fullest potential". Therefore, the Learning Center was established to meet individual needs through reinforcement and remediation activities thus helping to insure that all students enrolled in the Learning Center are mainstreamed but at the same time their individual educational needs are met within the parochial school setting.

GOALS St. Mary's School Learning Center is a resource center designed and equipped: to identify students with specific learning problems, to plan an educational program based on the needs identified in order to reinforce and remediate the basic concepts taught in the classroom, grades 1-8, to involve parents, teachers, tutors, and students in the educational plan, and to make students aware of their learning needs.

SPECIFIC SERVICES Instruction in the form of tutoring and remediation as well as motivational techniques are the services provided by the Learning Center. Approximately 10% of the student population of 400 are served by the Learning Center. Students enrolled in the Learning Center are seen from 1-10, forty minute class periods per week depending upon their individual needs. Enrollment is achieved through parent/principal/teacher/student referral followed by diagnostic testing. The room provided for these services is a regular size, carpeted classroom.

DURATION OF PROGRAM The Learning Center was opened in September, 1978. Thus, this is the fourth year of operation.

ANTICIPATED OUTCOMES/EVALUATION STATUS To provide a full educational program, including students with learning problems. To better achieve competency in basic reading, writing, and math skills. To provide an atmosphere that encourages student self-awareness in seeking help.

REPLICATION POTENTIAL Replication of the Learning Center described is quite feasible as there are no unusual space or material requirements. The annual operating budget is approximately as listed: materials, \$500; coordinator, \$4,589; consultant, \$2,415; consultant (Gifted & Talented), \$2,000; reading specialist, \$3,976; tutors and aides, volunteers; TOTAL, \$13,480.

COORDINATION EFFORTS

See flo-chart following project description for the coordination process.

UNIQUE/SUCCESSFUL CHARACTERISTICS

The project is both unique and successful because of the: support and cooperation of the entire faculty, quality and dedication of the staff, quality and dependability of the volunteer tutors many of whom are inactive teachers, cooperation of the parents, support and encouragement of the Archdiocese. Programming is available for students who do not fit into established L.D., E.D., M.R. placement, but need help.

ADDITIONAL INFORMATION

The Learning Center has also expanded its services to include: achievement testing of transfer students for classroom placement, and first grade and kindergarten screening. Also, a gifted-talented program called Hi-PEP began in March.

REFERRAL PROCESS

CHILD REFERRED TO LEARNING CENTER COORDINATOR

BY: teacher/parent/student/principal

TEACHER

Completes referral forms
from Learning Center
(Return to L.C.)

PARENT

Completes referral forms,
(Return to L.C.)

EVALUATION PROCESS

NURSE

Vision and Hearing
Screening

SUPPORTIVE CONSULTANT

Slosson or WISC (through Archdioces)
PIAT AND WRAT
Woodcock reading Mastery Test
Key Math Test
Wisc. Vocabulary Subtest
PPVT
Handwriting sample from class

CONSULTANTS

Special Testing

READING SPECIALIST

Reading Testing
(If necessary)

EVALUATION MEETING

Principal, teacher
testing personnel

M-TEAM MEETING

Principal, teacher, testing
personnel, parents

DIAGNOSTIC SUMMARY/Recommendations

Learning Center

Reading Specialist

Classroom Program

Home Program

Other

TITLE OF PROJECT Individualized Language Arts: Improving Writing Instruction

CONTACT PERSON Sharon Korback

ADDRESS 420 S. Wacouta Avenue
Prairie du Chien, Wisconsin 53821

PHONE 608-326-8451

TYPE OF AGENCY Elementary

SUBJECT AREA Writing

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM Project was modeled after the Weehawken project which was developed in 1970-75. The approach is basically one of discovery and can be used with almost any kind of classroom organization (self-contained, non-graded, etc.).

GOALS As the outcome of this project, students are to write longer, more varied sentences, use more series of words and word groups, vary their writing style, and write a higher proportion of complex and compound sentences.

SPECIFIC SERVICES A two day inservice was held prior to the opening of school. This inservice was conducted by the Director of the Weehawken Project. Fifty teachers participated in this project for the school year of 1980-81, meeting once a month as a group or individually. Both parochial and public schools participated.

DURATION OF PROGRAM One year

ANTICIPATED OUTCOMES/EVALUATION STATUS The writing skills were measured periodically during the project year using holistic scoring procedures developed from the Educational Testing Service.

REPLICATION POTENTIAL This program has minimal costs. Each teacher's manual is \$10.00. Folders are needed for each student. Fees charged by those who inservice the teachers.

COORDINATION EFFORTS As an out growth of this project, U.W.-LaCrosse offered a course, Individualized Language Arts. This course helped to formalize how the project would be monitored.

UNIQUE/SUCCESSFUL CHARACTERISTICS Many teachers were surprised at the capabilities of the students in their grade level. Students in each grade level wrote their own summaries of lessons in all content fields rather than using the old stand-by worksheets.

ADDITIONAL INFORMATION The ILA techniques strongly enforce the development of clearer written communication so students can express their opinions in written form.

TITLE OF PROJECT Developmental Studies in Mathematics, English, Writing,
Reading and Study Skills at UW-Whitewater

CONTACT PERSON Dr. Timothy Knowles

ADDRESS University of Wisconsin-Whitewater
226 McCutchan Hall
Whitewater, Wisconsin 53190

PHONE 414-472-4985

TYPE OF AGENCY Post Secondary

SUBJECT AREA Math, Reading, English, Study Skills

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM Developmental mathematics, reading, English,
and Study Skills classes for entering freshman
at UW-Whitewater.

GOALS The major objective is to improve the study skills, mathematics skills,
reading ability, and English skills for identified entering freshman at
UW-Whitewater.

SPECIFIC SERVICES Small group instruction, individual tutoring, guidance and
counseling. There would be 250-300 students being served
3 to 5 times per week. The population is selected by entrance examination for
placement in appropriate sections. Services are provided at McCutchan Hall,
UW-W, (Center for Developmental Studies). Minority students are served as well
as students from the general population.

DURATION OF PROGRAM 3 years

ANTICIPATED OUTCOMES/EVALUATION STATUS To prepare students for other college
classes.

REPLICATION POTENTIAL Replication is a possibility

OVERVIEW & HISTORY OF DEVELOPMENTAL STUDIES

Admission to UW-Whitewater in good academic standing does not guarantee that a new student is well prepared to survive the academic rigor of the university. Along with admission, academic readiness is very important for all entering freshmen students. If an entering freshmen student has taken college preparatory classes in high school and earned a "B" average or better he/she tends to be prepared for the breadth of academic subjects required under general studies. Students who are accepted but did not earn top grades in high school typically need help in their initial year at the university to build academic survival skills and they learn how to function as a learner in a university setting.

DEVELOPMENTAL STUDIES COURSES

Developmental Mathematics

Pre-Algebra I (760-040) - a course for those who have not had sufficient preparation to allow them to project success in required Math 141, and who by reason of having had a limited exposure to algebra in high school or whose UW-W Math Placement Test scores indicate need for review in basic arithmetic computation. Three (3) transcript credits.

Pre-Algebra II (760-041) - a course for those who have a sound background in basic arithmetic, but who have not been exposed to algebra, or who need to strengthen their basic algebraic skills. As an introduction to algebra course, topics include: simple algebraic expressions, factoring, solving equations, exposure to graphs, evaluating algebraic expressions, and word statement problems. Three (3) transcript credits.

Fundamentals of English (680-090) - a course for students whose deficiencies in writing skills indicate the inadvisability of attempting other English courses without preliminary study of basic grammar and rhetoric. Three (3) transcript credits.

Developmental Writing (680-091) - a workshop offering individualized instruction to students in need of review of traditional grammar. Two (2) transcript credits.

Developmental Reading (930-060) - designed to help the student develop the attitudes, competencies, and habits that will allow him/her to cope with college-level reading assignments, texts, and materials. Three (3) transcript credits.

Study/Academic Survival Skills (930-050) - emphasis is upon developing a recognition of necessary academic survival skills, their application on an individual basis, and establishing self-control techniques for personal self-improvement. Three (3) transcript credits.

TITLE OF PROJECT Office of Special Student Programs

CONTACT PERSON Professor Stuart Lang

ADDRESS Northland College
Ashland, Wisconsin 54806

PHONE 715-682-4531 Ext. 241

TYPE OF AGENCY Post Secondary

SUBJECT AREA Reading, Writing, Mathematics, Science, Oral Language

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM Special Student Programs is an umbrella administrative agency at Northland College which includes pre-college, college, and adult educational programs for nontraditional students. Basic skills programs in the College Program (Learning Center) includes support courses, Reading and Writing Laboratories, and Study Skills classes.

GOALS The objective of the pre-college program is to enable youth to complete secondary school and matriculate in a post secondary program. They must show one year's growth in basic skills each year. The purpose of the College program is to enable students to compete successfully in college and complete a four year program. The Adult program is varied.

SPECIFIC SERVICES The pre-college program serves about 80 youth from the upper half of Wisconsin. The College program last year served 301 students at Northland whose homes may be anywhere in the nation. The adult program served about 1500 persons in far northern Wisconsin and several foreign students in English language study.

DURATION OF PROGRAM The program grew out of a program for American Indians established in 1972. Special Student Programs has been in place since 1978.

ANTICIPATED OUTCOMES/EVALUATION STATUS The anticipated outcome of the project is that students participating in the program will be able to successfully compete in college. Students enrolled in Biology Techniques averaged significantly lower on the pretest than those who did not enroll. Biology Technique students showed no significant difference in their Biology 101 grades when compared to other Biology 101 students. It is reasonable to conclude that Biology Techniques helps students make up their deficiencies as indicated by their pretest scores. Students were enrolled in Basic Writing Skills 101 as a result of their poor pretest in writing. After completing 101 the students were able to compete successfully in LA 111 (the liberal arts writing requirement) by achieving a GPA of 2.44 or C+. Over 50% of the students enrolled in the Developmental Reading Course were able to post-test out of the developmental reading program. The overall retention rate of students participating in the program is 59.9%.

REPLICATION POTENTIAL The staffs of both the secondary and post secondary programs have been asked to share program design at other conferences and in consultation. The pre-college program has two full time and twenty plus part time staff. The College program has nine professional staff and more than 20 tutors.

COORDINATION EFFORTS The pre-college program has a coordinated program with UW-Stevens Point.

UNIQUE/SUCCESSFUL CHARACTERISTICS The success of the program depends on its integration into the Northland College administrative and program structure.

TITLE OF PROJECT A.B.E. in Outreach Communities

CONTACT PERSON Virginia Leadholm

ADDRESS 115 E. 14th Street
 Osseo, Wisconsin 54758

PHONE 715-597-3888

TYPE OF AGENCY Post Secondary

SUBJECT AREA Adult Basic Competencies

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM Basic skills are taught in all areas on an individualized basis to adults in a rural classroom.

GOALS To help A.B.E. students achieve their goals such as: reading, newspapers, writing letters, obtaining a drivers license, obtain GED certificate, prepare for further training, pass entrance exams, get a job, etc.

SPECIFIC SERVICES District One VTAE serves approximately 1,000 students each year. Most outreach classes in small towns meet one or two nights per week and enroll twenty students. Adults who haven't completed high school and lack basic skills enroll. There is also an English as a Second Language component as well as classes for those adults who are handicapped.

DURATION OF PROGRAM A.B.E. began in the mid-1960's.

ANTICIPATED OUTCOMES/EVALUATION STATUS A comprehensive follow-up of A.B.E. students enrolled in VTAE District One was recently completed. See attachment.

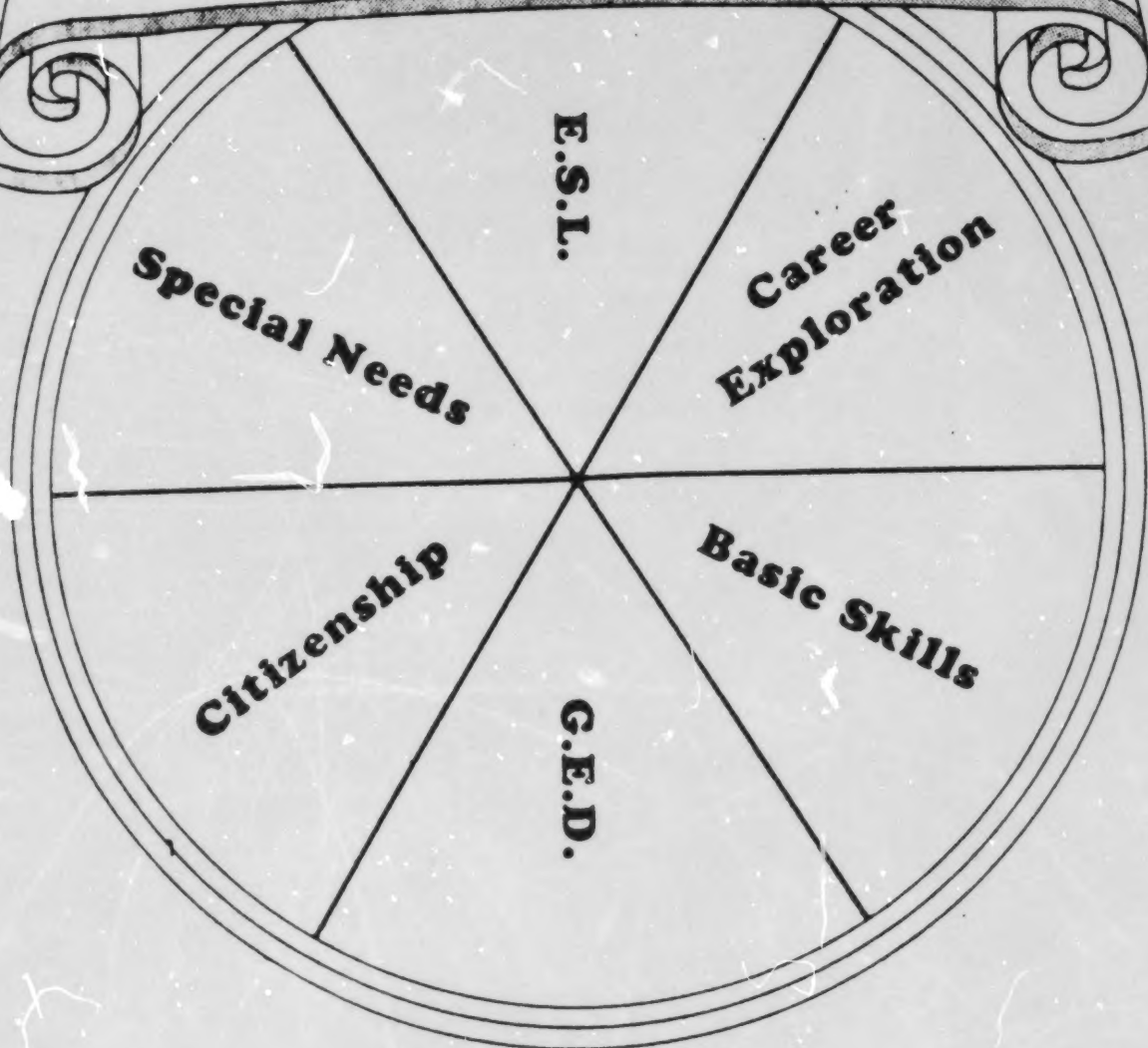
REPLICATION POTENTIAL Adult Basic Education outreach classes are paid for by Vocational, Technical and Adult Education funds.

COORDINATION EFFORTS Advisory Committee, area schools, agencies, community groups, and other appropriate sources are contacted as the need arises.

UNIQUE/SUCCESSFUL CHARACTERISTICS See report that follows this program description.

ADDITIONAL INFORMATION See report that follows this program description.

ABE PROGRAM COMPONENTS



The Adult Basic Education program throughout VTAE District One is characterized by an open-entry, individualized format with no fees and no penalty for non-attendance.

Adult Basic Education (ABE) in a rural area is unique in its flexible make-up. Most outreach rural ABE centers offer part-time programs in a high school, church or community facility. Usually one instructor directs the program.

ABE has many component parts. Students enroll in ABE for a variety of reasons. Entry level abilities are as diverse as the reasons for enrollment.

The most common element emphasized by ABE instructors throughout District One is that basic skill improvement is not the only important thrust of the program. Just as important are the positive attitudinal changes concerning one's self and improved changes in coping skills.

Shortly after enrollment in ABE an individual begins to perceive himself/herself in a more positive light and this results in personal growth.

Another facet of the outreach rural ABE program is recruitment. Each instructor is responsible for his/her own recruitment of students. The ABE outreach instructor may recruit and explain the program in the following ways:

- contact local service agencies
- distribute posters and/or fliers
- make personal contacts
- communication with high school guidance departments
- writing letters

An ABE recruitment newsletter was developed in January, 1982, as a recruitment tool. Enclosed is a copy of the newsletter. This newsletter was distributed through the elementary school students for the parents. The newsletter was also distributed at supermarkets and other centrally located public information areas in each community. Each newsletter lists the location, time, day, of the ABE classes in the particular community.

The summary of the follow-up study is enclosed. Knowledge of basic skills opens many avenues for the adult interested and in need of continuing education.

Chart Your Course!

Would you like more information in any of the following areas? Please check list. If you have any questions, we would like to help you.

Read, write or speak:

- ☐ Improve reading, writing and spelling skills
- ☐ Speak correct English
- ☐ Read maps, schedules, charts, graphs, etc.
- ☐ Fill out applications and forms
- ☐ Write business letters

Math and money:

- ☐ Figure fractions and decimals
- ☐ Use math at home (budgets, wise buying, insurance, etc.)
- ☐ Understanding checking and saving accounts
- ☐ Know about credit buying
- ☐ Use math on the job

Work:

- ☐ Prepare for job interviews
- ☐ Write a resume
- ☐ Look at career choices
- ☐ Evaluate interests and aptitudes

Education and training:

- ☐ Earn a G.E.D.
- ☐ Prepare for U.S. Citizenship
- ☐ Get a driver's permit
- ☐ Improve test taking skills
- ☐ Know how the government works
- ☐ Prepare for further education

Family and self:

- ☐ Help my children with homework and use of the library
- ☐ Develop self-confidence

Vocational
Technical
and Adult
Education
District 1

620 West Clairemont Ave.
Eau Claire, Wisconsin 54701
715-836-3909

"An equal opportunity employer and educator"

ADULT BASIC EDUCATION CLASSES are available for you at:

New Auburn (at the bank)

Monday -- 10 - noon

Phone: (715) 237-2505

Gilman (at the fire hall)

Wednesday -- 10 - noon

Phone: (715) 447-8211

Bloomer (at the post office)

Monday -- 1 - 3 p.m.

Phone: (715) 568-5300

Cornell (at the Sr. Citizens' Center)

Wednesday -- 1 - 3 p.m.

Phone: (715) 239-6463

Alma (at the American Legion Post)

Tuesday -- 10 - noon

Phone: (608) 685-4416

Greenwood (at the bank)

Thursday -- 10 - noon

Phone: (715) 267-6101

Mondovi (at the city hall)

Tuesday -- 1 - 3 p.m.

Phone: (715) 926-3656

Thorpe (at the library)

Thursday -- 1 - 3 p.m.

Phone: (715) 669-5401

Success For You In '82



What does Adult Basic Education (ABE) mean in the '80's?

Each adult studies and develops skills in the areas he or she chooses to study. A number of adults study with a teacher at a given time. Each adult studies in the subject area for his own growth and improvement. A typical class has students working in a wide variety of subject areas, such as: math, writing, reading and spelling. Some students want to earn a GED high school equivalency certificate. Some students want to explore and learn about job seeking skills. Some students want to improve their competencies in order to help their children. Others want to enter or re-enter the work force or enroll in a school for additional training.

Why should I enroll in Adult Basic Education classes?

Many people have been out of school for a number of years. Math has changed. Many skills necessary for jobs have changed. Terms and vocabulary have changed. Many adults need to brush up on skills necessary to compete in today's rapidly changing society. You may want to enroll for one or more of the following reasons:

- * earn a GED high school equivalency certificate
- * to learn English as a Second Language
- * for enrollment in advanced education
- * to improve reading speed and comprehension
- * to help your children
- * personal satisfaction
- * to write resumes
- * for a variety of other reasons

Who can enroll in Adult Basic Education classes?

Any adult not currently enrolled in high school or college can attend classes free of charge.

What is the G.E.D. high school equivalency certificate?

This is a certificate issued by the State of Wisconsin upon earning a passing score on tests for persons who have not earned a traditional high school diploma.

When can I enroll in an ABE class?

Any adult may enroll any week during the semester for varying amounts of time.

What is English as a Second Language (ESL)?

ESL is a special program for adults who were not born in the United States and want to learn the English language and way of life.

Where do I go to enroll in Adult Basic Education classes?

ABE classes are available in Eau Claire, Chippewa Falls and Menomonie full time and in the outreach locations on a part-time basis. Please see reverse side for time and place.

For more information please call:

Jack O'Connell
Adult Basic Education Coordinator
District One Technical Institute
620 West Clairemont Avenue
Eau Claire, WI 54701
Phone: (715) 836-3172

Executive Report

Purpose

The purpose of the Adult Basic Education follow-up study was to determine change in the lives of the participants following involvement in the ABE program in District One VTAE.

In 1979 an ABE program review at District One Technical Institute indicated that 39% of the ABE students at District One planned to continue their education at a vocational-technical school or college. This prompted the question: did the students in fact do this and what is the degree of linkage between ABE programs and vocational schools. It was found that there was a need for more follow-up studies in addition to the study done by the Gateway Technical Institute in Kenosha, Wisconsin.¹

In the areas of education, employment, attitude, general coping skills and community participation the study was planned to meet the following objectives:

1. To identify changes in employment status of participants.
2. To determine the amount of participant enrollment in vocational school or college.
3. To identify changes in general coping skills: acting as a consumer, exercising rights, handling money, using transportation, writing, computing, reading and seeking employment.
4. To identify changes in the amount of the individual's participation in the community; citizenship, voting, children's education, recreation and action groups.
5. To identify changes in the participants' attitudes toward their own effectiveness.

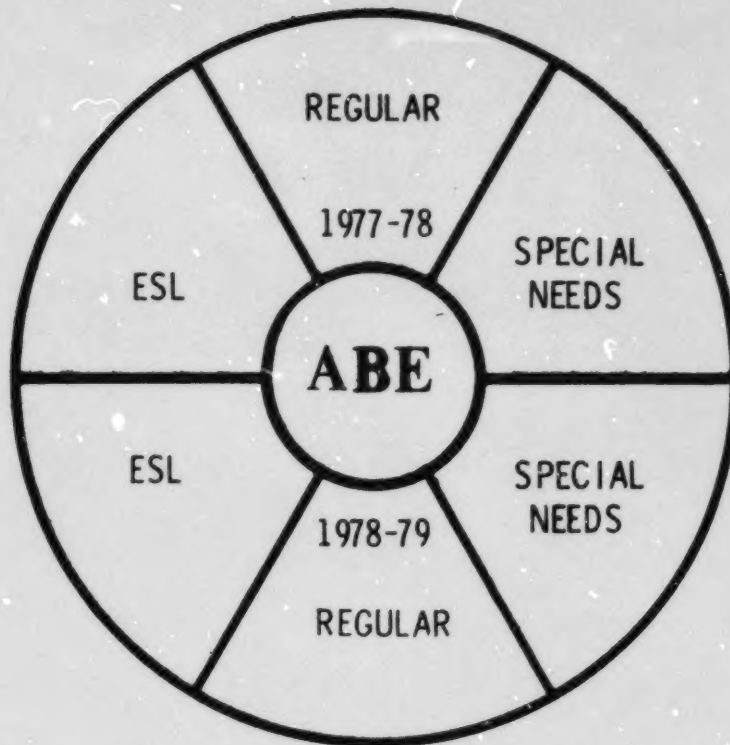
Background

The Adult Basic Education program at District One VTAE for the regular students has an individualized self-directed, open entry format. The format of the English as a second language class (ESL) and the classes for the developmentally disabled includes group instruction as well as individually planned learning activities.

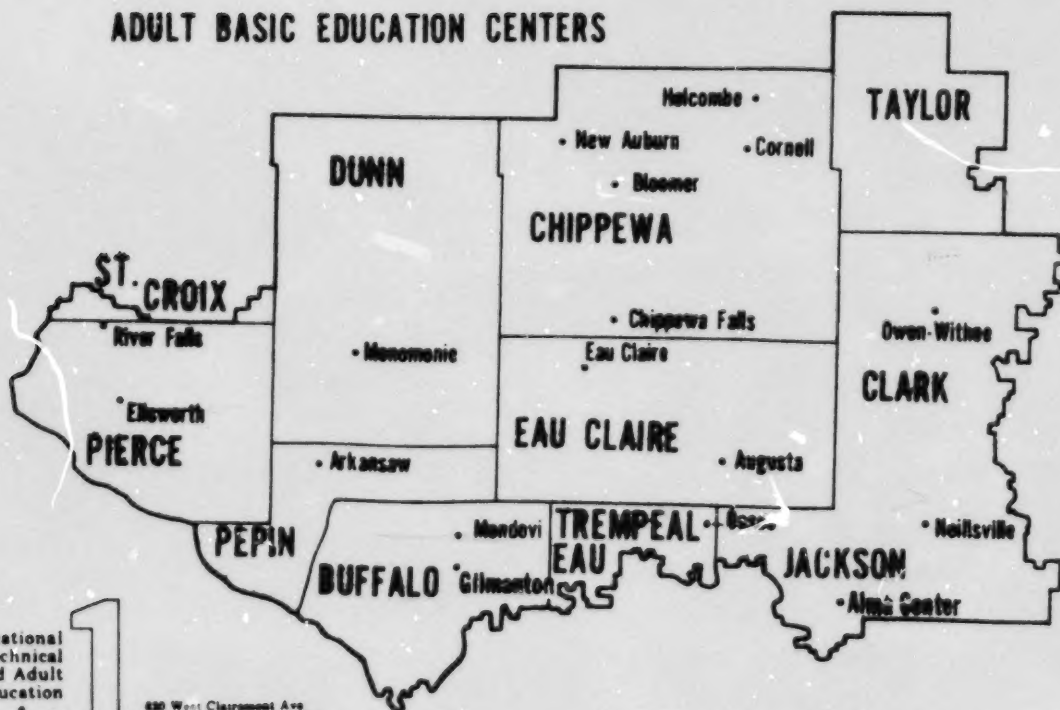
District One VTAE provides full-time adult basic education at the main campus in Eau Claire and at centers in Chippewa Falls and Menomonie. To meet the needs of people throughout the district, outreach programs provide education on a part-time basis at high schools, churches or other community facilities. District One features a mobile classroom van that travels to many small communities throughout the district each week.

¹ William J. Becker, Florence Wesselius, and Ruth Fallon, Adult Basic Education Follow-up Study 1973-75 (Gateway Technical Institute, August, 1976).

OVERVIEW



ADULT BASIC EDUCATION CENTERS



Vocational
Technical
and Adult
Education
District 1

830 West Claumont Ave
Sau Claire, Wisconsin 54701
715-834-3000

A very heterogeneous student population works to complete a variety of goals: skill building in reading, math, writing, employment seeking skills, general living skills, spoken and written communication of English, GED (high school equivalency) and high school credit.

Because of the diversity of the population in our ABE program, it was necessary to develop three different surveys for each of three student groups: regular ABE, special needs and ESL. The special needs survey was based on functional survival skills taught in the curriculum. The survey used translators as well as Vietnamese and Laotian translations of the survey.

Procedure

The combined total of regular ESL and special needs students registered in the program for the two years was 1301 students. Each school year's list was treated independently in selecting the samples. The total population was stratified to ensure that the sample would have a proportional representation of the following sub-groups: campus learning centers, outreach learning centers, mobil classroom, special needs students and English as a second language students.

A sample was sent to 227 students out of the total number of 516 for the year 1977-78 and to a sample of 255 students out of the total number of 785 for the year 1978-79. The percent of returns of the survey for 1977-78 was: regular students, 69.8%; ESL students, 50%; and special needs students, 100%. The percent of returns for 1978-79 was: regular, 61%; ESL, 75%; and special needs, 100%.

Questions were based on the objectives and were of three types. 'What have you done' questions related to education and employment were answered by a multiple choice response. Specific 'how were you helped' questions related to coping skills, literacy, social participation, and attitude were responded to on a 5-point Likert Scale. The last type were more general, open-ended questions concerning life changes and program evaluation.

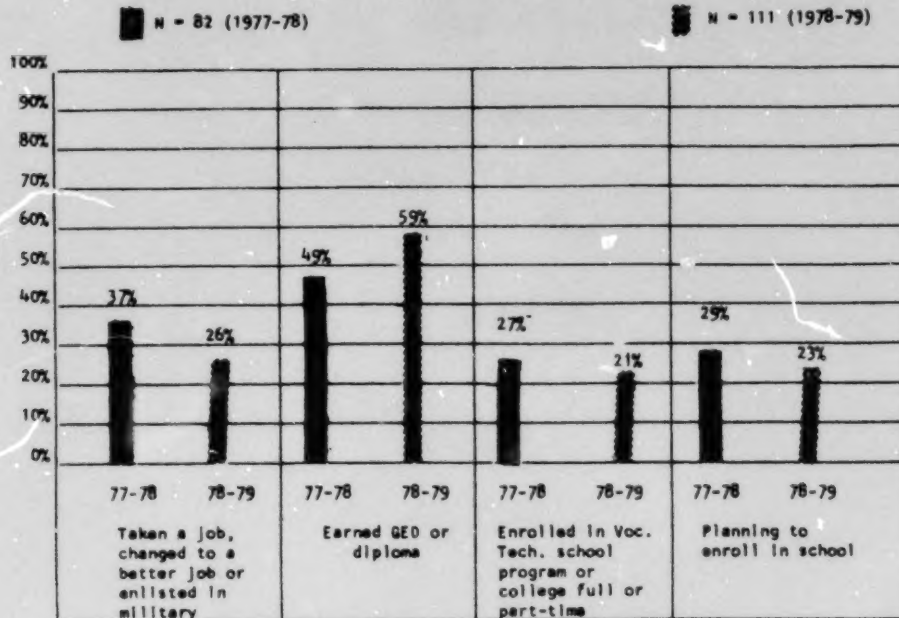
Results

The results of responses related to education and employment for regular students are summarized by Table 1 and its analysis. The results of Likert Scale responses to skill items are summarized by Table 2 and its analysis.

Another survey result relating to employment is the percent of respondents who were no longer receiving public assistance following ABE participation. In 1977-78 the percent on public assistance dropped from 29% to 20%; in 1978-79, from 20% to 15%.

Table 1

Percentage of People Responding to Questions Regarding Employment or Educational Changes
District One Regular ABE Students



Analysis of Table 1

The impetus for the study came from a 1979 ABE program review at VTAE District One which indicated that 39% of the students had decided to continue their education.

The information received from the students responding to the questionnaire in 1977-78 indicated that 56% had decided to continue their education. In 1978-79, 44% of responding students indicated that they had decided to continue their education.

In response to the question, "What have you done as a result of the ABE program?", 37% of the 82 respondents in 1977-78 reported that they had taken a job, changed to a better job, or enlisted in military; 49% reported they earned the GED or high school diploma. In 1977-78, 27% reported they had enrolled in a vocational technical program or college, full or part-time and 29% indicated they planned to enroll in school.

This indicates that 56% of students had decided to continue their education through vocational school or college.

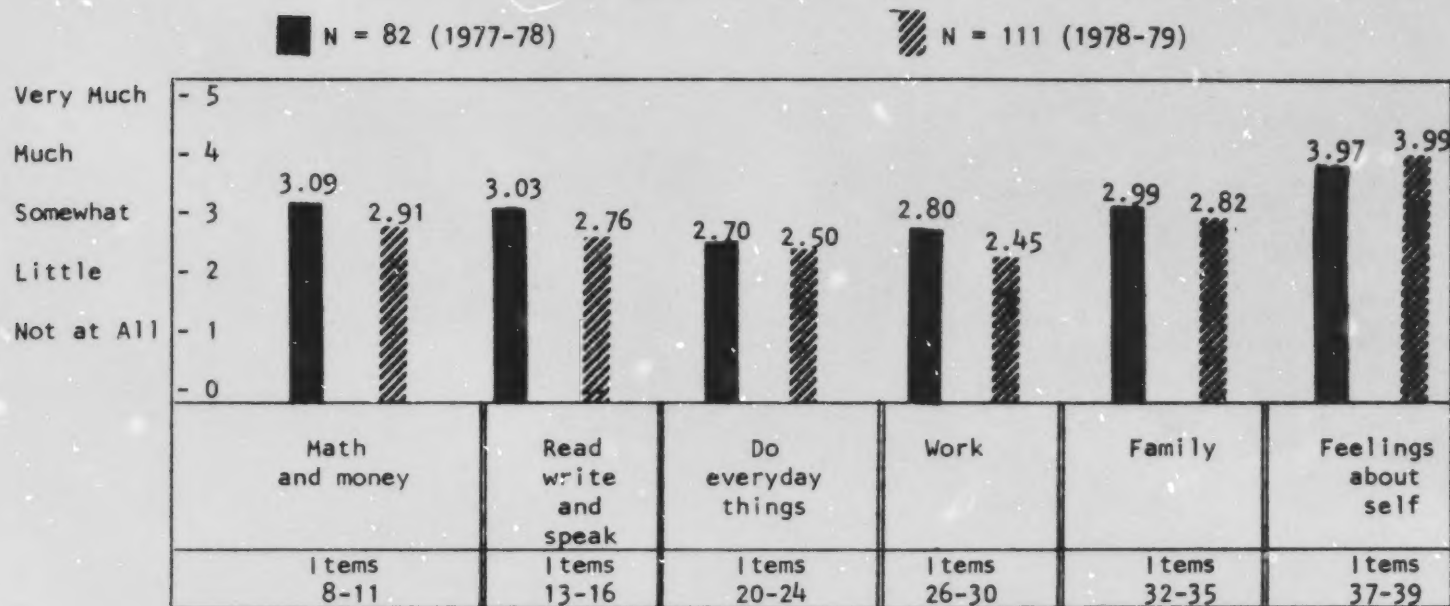
Of the 111 respondents in 1978-79, 26% reported they had taken a job, changed to a better job, or enlisted in military; 59% reported they earned the GED or high school diploma. In 1978-79, 21% enrolled in vocational, technical school or college, full or part-time and 23% indicated at the time of the survey, plans to enroll in school.

This indicates that 44% of the students had decided to continue their education through vocational school or college.

The table indicates a decline in the areas of employment and post-secondary education for 1978-79 from the results of the preceding year; however, there was a considerable increase in the number of people earning their GEDs in 1978-79.

Table 2

Comparisons of Averages of Total
Median Responses to
'How Much Did the ABE Program Help You Do These Things?'



Analysis of Table 2

The responses concerning "feelings about self" rated the highest both years. Items concerning work (see specific questions) showed the lowest average median for 1978-79. The average medians were higher on most responses in 1977-78 than in 1978-79.

The percent of returns for both years follows below. Intensive contacts were made to insure a high percentage of questionnaire returns.

Years	Mailed		Deceased		Not Delivered		Delivered		Returned		% of Returns	
	77-78	78-79	77-78	78-79	77-78	78-79	77-78	78-79	77-78	78-79	77-78	78-79
Regular	157	205	1	3	30	15	126	187	88	115	69.8%	61%
ESL	28	18	0	0	8	2	20	16	10	12	50%	75%
Special Needs	22	19	0	0	3	1	19	18	19	18	100%	100%

For the regular student sample, 69.8% of the delivered surveys for 1977-78 were returned and 61% for 1978-79. Four individuals had died. For the ESL sample, 50% of the delivered surveys for 1977-78 were returned and 75% for 1978-79. For each year, 100% of the special needs surveys were completed.

Both the special needs and English as a Second Language surveys were developed with a heavier emphasis on survival skills.

The special needs survey was personally administered with 100% response for each year; however, the sample numbers of 18 and 19, were small. The responses to the items concerning amount of program help with attitudes toward self were the most positive; 9 out of the 10 medians were above 4.50 with 5 being the highest. All but one of the items pertaining to personal knowledge and safety were above 3.50.

In 1977-78, the percent of returns of the English as a Second Language subgroup was 50% and in 78-79 it was 75%; however, the sample numbers of 28 and 18 were small. The nature of the beginning program and the population must be considered in interpreting the percentages and medians. The highest percentage was in response to "speak better English". The median responses in the areas of survival skills and attitudinal feelings were higher (3.00 - 4.50) than in the areas of employment seeking skills. Many of the primary subjects had been in the U.S. less than two years and the major thrust of the program was spoken communication.

The open-ended questions for all subgroups asking for other changes in the respondents' lives since ABE and their opinions of the program strongly supported the other survey responses which indicated an increase in self-confidence after program participation.

Conclusions

There has been a significant impact in the lives of participants in the ABE program based on the following results:

- . decrease in number on public assistance
- . increase in number earning high school diploma or GED
- . increase in number taking jobs
- . increase in number enrolling or planning to enroll in post-secondary education
- . increase in feelings of self-esteem

The follow-up study indicates that the ABE program is fulfilling its established objectives; there has been a substantial increase in continuing education, employment and feelings about self. It can be concluded from the study that Adult Basic Education is meeting a major need within the adult community.

TITLE OF PROJECT Networks as a Resource for Teaching Basic Skills

CONTACT PERSON Dr. Tom LoGuidice

ADDRESS Carthage College
Kenosha, Wisconsin 53140

PHONE 414-552-8520 Ext. 257

TYPE OF AGENCY Post Secondary

SUBJECT AREA Reading

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM In individualized, diagnostic, prescriptive reading program based on the nationally validated Title I ESEA Project "Reading English Rotation." A management support system assures the effective implementation of the program in that it accounts for the unique learning characteristics of the student.

GOALS To improve the reading and English skills of Junior High Schools.

SPECIFIC SERVICES Sixty Kenosha Lance Junior High students are being exposed to an organization pattern designed to take into account the characteristics of students and to identify and meet their individual needs. Students are divided into small, flexible groups, which move from station to station. Different materials and activities are specifically planned to build a success pattern for the individual child. A rotation of children move through a reading laboratory, a reading skills center, and an English class.

DURATION OF PROGRAM Since September 1981 at Kenosha Lance. Since 1971 at Thomson, Georgia.

ANTICIPATED OUTCOMES/EVALUATION STATUS The main gain for 104 participants during FY 1972 was 1.3 years (Gates-McGinitie). The average achievement prior to the project was 2.65 years in six years of schooling. Over a period of nine years participants have averaged one month's growth in reading per month of instruction.

REPLICATION POTENTIAL The project is approved by the Joint Dissemination Review Panel, of the National Institute of Education and Department of Education. Cost is \$15 per student. Three teachers are required and four paraprofessionals are suggested.

COORDINATION EFFORTS Successful funding of the project was made possible through the Wisconsin DPI. Training is provided by the Thomson, Georgia project director.

UNIQUE/SUCCESSFUL CHARACTERISTICS The Carthage research teaching approach is unique in emphasizing usable products rather than educational theory. The "Rotation" project is unique in its emphasis on a team-teaching approach as opposed to the usual "pull out" model.

ADDITIONAL INFORMATION Higher education for sometime has expanded its role beyond preservice to inservice education. Carthage College is seeking to give its masters program in reading a unique emphasis by working with local school people to develop skills in identifying and learning to use available products.

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Overview of the Project

GENERAL OBJECTIVE

The purpose of the nationally validated Title I ESEA Project "Reading English Rotation" is to improve the academic performance of each student, assist each student in becoming functionally literate, and to build a daily success pattern for each participant.

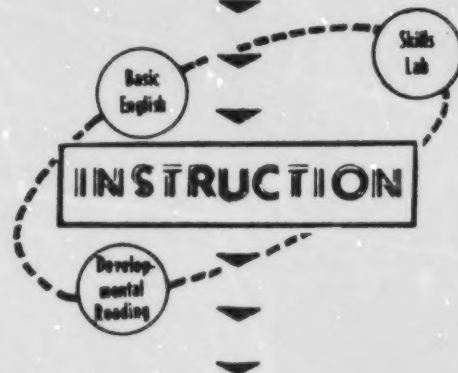
IDENTIFICATION



GROUPING



INSTRUCTION



EVALUATION

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SUMMARY

This project has served more than 750 seventh and eighth grade students during the past seven years. Project participants were the lowest achieving reading students in the grade being served. After having completed six, seven and in some cases eight years of public school, students entered the Reading English Rotation Program reading at beginning third grade level. For each month in the project the students averaged a gain of 1 month's growth in reading achievement and slightly less than 1 month's growth in Language Arts achievement. Many gained more than 2 month's growth per month of instruction. By the end of each new project year, students were reading independently using books selected at their reading and interest level and also sharing these books with adults. Additionally, students who had reluctantly participated at the beginning of the year longed to be allowed to remain in the project all day. Attitudes and general self-image greatly improved as academic progress accelerated.

A Nationally Validated Project
United States Office of Education

Reading English Rotation Project

A Language Arts Program
developed by

McDUFFIE COUNTY SCHOOL SYSTEM

Norris Middle School

P. O. Box 1087

Thomson, Georgia 30824

(404) 595-3527



ATTENTION?



A USOE TITLE I ESEA
Developer/Demonstrator/Project

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The Reading English Rotation Project

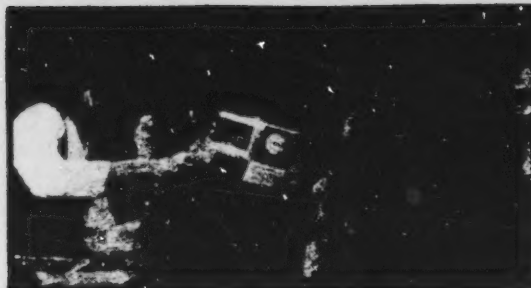
IS:

An individualized, diagnostic, prescriptive language arts program for the middle/junior high school focusing on integrating the basic communication skills of reading, writing, listening, and speaking.

and

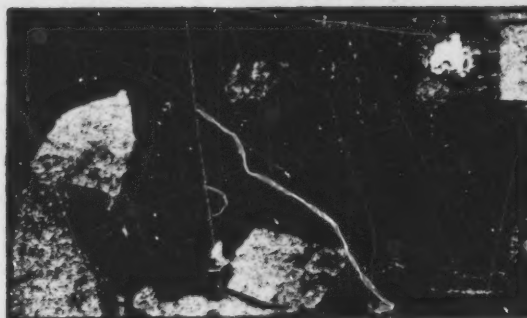
A management support system which assures the effective implementation of the program in that it accounts for the unique learning characteristics of the disadvantaged underachiever.

Components of the Program



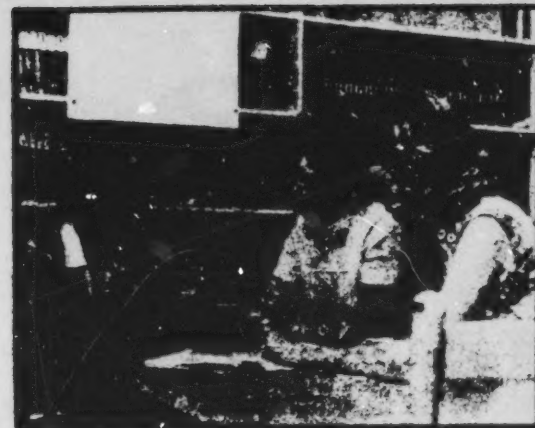
GROUPING

The 60 students are diagnostically tested, regrouped on the basis of the reading levels into smaller groups of 20 students who rotate into each of 3 classrooms for a period of 30 minutes. In each classroom the 20 students are sub-grouped into smaller flexible skills-teaching groups according to continuous diagnosis and evaluation of individual needs.



INSTRUCTION

Classroom A is equipped as a reading lab, where three adults work with small flexible groups emphasizing sequential skills development. Classroom B utilizes two adults working with two sub-groups of students. Instruction is developmental reading, using a language experience approach. Classroom C has two adults working with two sub-groups of students. Instruction is the teaching of basic English skills using the child's speaking vocabulary.



EVALUATION

Student evaluation is continuous. Three scheduled assessments are conducted; upon entry, mid-term and exit. Based on the assessment students are moved up or down within sub-groups. Program evaluation utilizes group achievement and individual diagnostic tests.



IDENTIFICATION

Initial identification is done using group achievement tests. Students are selected according to greatest need in reading. Individual diagnostic testing assesses each student's specific reading weaknesses. Each student is placed on the skills continuum according to the diagnostic testing.

TITLE OF PROJECT Reading Needs Project

CONTACT PERSON Elaine Lohr

ADDRESS Madison Metro School District
545 W. Dayton Street
Madison, Wisconsin 53703

PHONE 608-266-6027

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Reading

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM Project assists classroom teachers (elementary and middle) to identify students with special needs in reading and to implement appropriate programming. Working to strengthen the skills of the staff in an individual school, the project staff does training and moves to new schools after a year.

GOALS Help with individual student diagnosis. Team with teachers to plan instructional strategies. Conduct staff development to aid teachers to become more independent. Promote parent involvement. Assist staff to improve reading program.

SPECIFIC SERVICES Teachers identify students suspected of reading needs. Number varies with school. Project diagnoses and works with students within context of classroom. Inservice (ongoing) plans are developed to meet the specific needs of the school staff. Inservice is both additional to school day and within the teaching situation.

DURATION OF PROGRAM 4 years

ANTICIPATED OUTCOMES/EVALUATION STATUS Project has serviced to date 12 elementary and 3 middle schools and has received very positive reactions. Patterns have been established re: percentage of disabled readers and the nature of appropriate programming. Evaluation is ongoing re: benefits to students and staff.

REPLICATION POTENTIAL Structure is outlined. Replication is dependent on qualifications of project staff personnel. Basic cost is salary of staff.

COORDINATION EFFORTS Coordination is within the school district among the many regular and support services affecting the instructional reading program.

UNIQUE/SUCCESSFUL CHARACTERISTICS Two keys: Project reaches teachers through direct diagnostic service to students. Quality, skills of the staff: knowledge of reading and ability to provide direction to teachers.

ADDITIONAL INFORMATION This project has begun to identify patterns of needs among students with reading needs and instructional strategies which are practical and effective. Among these strategies are methods for working with middle school (6-8) students and teachers.

LEARNING TO READ

Learning to read is not something that happens after a stereotyped readiness period in the first grade or kindergarten. Learning to read is the job of a lifetime. Two- and three-year-old children who are read to a lot begin their reading careers early. The day a child gets hold of a sentence pattern that works for him and reads it into the telephone directory or the Montgomery Ward catalog or his daddy's newspaper at night, he is launching himself on his reading career. He is role-playing himself as a successful reader. The day a child reads a book from memory, he is furthering his reading career. He, in truth, is finding joy and power in the pages of a book, a psychological posture that every successful reader continuously brings to each reading encounter, knowing, subconsciously if not consciously, that he can make a go of print. This is the first and foremost reading skill.

READING NEEDS PROJECT

Madison Metropolitan School
District
Instructional Services Division

WHAT IS THE READING NEEDS PROJECT?

The Reading Needs Project has been developed by the Madison Metropolitan School District to assist classroom teachers with the identification and instruction of children with special needs in reading. A project staff member, an experienced teacher with training in reading, works in each participating school for approximately one year assisting the staff in providing for the needs of children with reading problems.

WHO DOES IT SERVE?

All elementary and middle schools in the Madison Metropolitan School District are eligible to participate in the Reading Needs Project. Those schools indicating the highest degree of commitment to the goals of the project are recommended to the Coordinating Council for selection each year. Schools that were served by the project in the 1979-80 school year included Allis, Glendale, Huegel, Longfellow, Lowell Elementary and Marquette Middle. Schools currently participating in the project are Sandburg, Elvehjem, Glendale, Gompers Elementary, Marquette Elementary and Jefferson Middle.

HOW DOES IT WORK?

The main focus of the project is to support teachers in working with students with special reading needs. The project works differently, however, in each school. Depending upon the unique resources and needs of the individual school, the project staff may assist teachers in a variety of ways:

- Helping with individual assessment of students with special reading needs.
- Teaming with teachers to plan classroom strategies for low readers.
- Suggesting instructional materials.
- Demonstrating instructional techniques in the classroom.
- Conducting staff development concerning the child with extra needs in reading.
- Promoting parent involvement in the reading program.
- Assessing and planning with school staff to improve the school reading program for the benefit of students with special reading needs.

WHAT IS MEANT BY "SPECIAL READING NEEDS"?

Each child's growth in reading is highly individual. In most classrooms, however, there are some children who have more difficulty learning to get meaning from print than their classmates. The students may need help developing more efficient word identification skills or improving their reading comprehension. Some need more time to practice reading so they can become comfortable with a variety of types of written materials. Others may benefit from selected skill development activities, a volunteer tutor, or perhaps a new instructional approach. Some students need lengthy corrective reading instruction; others simply need to be reminded of their many reading strengths.

All children, however, must have successful reading experiences so they can build self-confidence and feel good about themselves as readers and as individuals. A major goal of the Reading Needs Project is to help teachers develop effective ways to satisfy these various needs.

If you have any further questions about the project, please contact the principal of your child's school or call a project staff member at 266-6004 or 266-6025.

TITLE OF PROJECT Educational Opportunity Program-Instructional Support

CONTACT PERSON Christine J. Faltz

ADDRESS Marquette University
Marquette Hall
Milwaukee, Wisconsin 53233

PHONE 414-224-7593

TYPE OF AGENCY Post Secondary

SUBJECT AREA Math, Writing

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM Upward Bound (UB) services high school students whose future plans include a college education, but whose past experiences and achievement levels suggest the need for additional academic and counseling support to make those plans a reality. During academic year evenings, weekends, and summer sessions for four years each student is required to participate in intensive supplemental writing, mathematics and science courses and tutorials.

Special Services (SS) provides mathematics and writing instructional support. During the summer prior to their freshman year, every student attends an intensive six-week session, concentrating on writing and mathematics skills to prepare them for the fall. Subsequently, during the academic year we make available support seminars to students enrolled in those credited classes that students find extremely difficult (namely, Mathematics, English, Accounting, Chemistry, and so on).

The programs serves a bright, but undereducated, population of low income/minority students ranging in age from high school freshmen through college undergraduates. The Upward Bound program serves approximately 150 students each year, the Special Services program approximately 250.

GOALS To provide the students with the necessary basic skills to achieve a college education in the future.

**WISCONSIN ASSOCIATION of
EDUCATIONAL OPPORTUNITY
PROGRAM PERSONNEL**

WEOP



MEMBERSHIP

For more information, please contact a member of the association's Membership and Credentials Committee:

William E. Campbell, Vice-president and Chairman
Membership and Credentials Committee
Director, Special Services Project
University of Wisconsin-LaCrosse
LaCrosse, Wisconsin 54601

OFFICERS OF THE ASSOCIATION

Jim Vance, President
Associate Director, PRIDE
Director, Special Services
University of Wisconsin-Stevens Point
Stevens Point, Wisconsin 54481

William E. Campbell, Vice-president and Chairman
Membership and Credentials Committee
Director, Special Services Project
University of Wisconsin-LaCrosse
LaCrosse, Wisconsin 54601

Maude R. Toney, Secretary
Educational Counselor
Higher Educational Aids Board
Milwaukee, Wisconsin 53212

Herman Jones, Treasurer
Admission/Financial Aids Counselor
Special Services Project
University of Wisconsin-Stevens Point
Stevens Point, Wisconsin 54481

George Lowery, Past President
Associate Director, Pre-College Programs
Marquette University
Milwaukee, Wisconsin 53233

WAEOPP

The Wisconsin Association of Educational Opportunity Program Personnel exists primarily to ensure educational access and to further academic achievement for minority and/or disadvantaged students in Wisconsin. Its members are employed in various capacities at state universities, community colleges, independent colleges, vocational-technical schools, public and private high schools, and educational agencies.

AFFILIATION

The Wisconsin Association is a chapter of the Mid-America Association of Educational Opportunity Program Personnel. Other chapters include associations in Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, and Ohio.

MEMBERSHIP

Four different types of membership are available to persons who are supportive of, associated with, or working within educational opportunity programs in Wisconsin. These include active professional, associate, affiliate, and honorary membership. For more information, please contact a member of the association's Membership and Credentials Committee.

PURPOSES

to promote secondary and post-secondary support programs designed to meet the academic, financial, and socio-cultural needs of minority and/or disadvantaged students

to make legislators, educational administrators, faculty, and staffs of educational agencies aware of the needs of these students and to enlist their involvement and support in meeting them

to promote the professional participation and continued development of the people who serve these students in secondary and post-secondary programs and institutions

ACTIVITIES

sponsoring workshops and conferences in language, mathematics, and science instruction, counseling, placement, financial aids, proposal writing, and in other areas related to the development of personnel and programs

conducting research related to the needs of minority and/or disadvantaged students

designing sound effective ways of evaluating programs and ensuring their success

facilitating regular communication among members through state meetings and quarterly newsletters

WAEOPP MEMBERSHIP APPLICATION REQUEST

Name _____ Date _____
Address _____ Telephone Number _____
City/State _____ Zip Code _____
Present Position _____
Employing Organization _____
Business Address _____ Business Telephone _____
City/State _____ Zip Code _____



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TITLE OF PROJECT Project RISE (Rising to Individual Scholastic Excellence) and High School Competency Testing Program

CONTACT PERSON Dr. Lee R. McMurrin

ADDRESS Milwaukee Public Schools
P.O. Drawer 10 K
Milwaukee, Wisconsin 53201

PHONE 414-475-8001

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Math, Reading, Writing, Oral Language

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The program is called Project RISE (Rising to Individual Scholastic Excellence). (Drawing on the work of Brookover (1979) and Edmonds and Fredericksen (1978), Project RISE is based on the beliefs that virtually all children can learn and that any school can be made instructionally effective.) In order to become effective in raising the achievement levels of poor children, schools need strong leadership from the principal, high expectations by all staff members, an orderly climate and an emphasis on teaching the basic skills.

GOALS A basic purpose of Project RISE is to raise reading, mathematics, and language arts achievement of pupils in RISE schools so that by 1982 their achievement will be at least at the level of city-wide or national norms.

SPECIFIC SERVICES Eighteen elementary and two middle schools of the Milwaukee Public School System were designated as RISE schools because of their disproportionate number of students with below average achievement. The staffs of these schools were assembled for a one-day inservice before the opening of school the first year of the project. At this inservice the concepts of project RISE were introduced as well as the essential elements in developing local school improvement plans.

Inservice offerings dealing with concepts related to school effectiveness were given to the principals and staffs at individual schools, groups of schools, throughout the second year of the project.

(Finally inservice involving principals and staffs of all the RISE schools was given in the spring of the second year with presentations by Milwaukee Public Schools' supervisory staff, people who have done research in the field, as well as teachers who had success implementing the project in their classrooms.)

DURATION OF PROGRAM It was initiated as a result of Board of School Directors' action on March 6, 1979.

ANTICIPATED OUTCOMES/EVALUATION STATUS The anticipated project outcome is raised achievement scores to at least city-wide or national norms as measured by standardized test results (Metropolitan Achievement Tests). After one year of planning and one year of implementation, test results have shown positive growth toward the stated purpose.

REPLICATION POTENTIAL The project is based on current school effectiveness literature and, as such, can be replicated without a materials or supplies cost. Inservice training for administrators and staff is needed.

COORDINATION EFFORTS Public school personnel worked with staff at the University of Wisconsin-Milwaukee in the areas of planning and inservice.

UNIQUE/SUCCESSFUL CHARACTERISTICS This project is unique in that the essential components of school effectiveness were combined in a workable framework of individual school improvement plans.

ADDITIONAL INFORMATION After one year of planning and one year of implementation, test results have shown positive growth toward the stated purpose.

MILWAUKEE PUBLIC SCHOOLS - COMPETENCY TESTING
BASIC SKILLS ASSESSMENT PROGRAM

1. DESCRIPTION OF PROGRAM

The program provides for establishing competency graduation requirements in the areas of reading, mathematics, language, and writing. The instrument to be used is the Basic Skills Assessment Program (BSAP), which was developed over a period of several years by Educational Testing Service working with a consortium of school district personnel. The new competency program is to be phased in with the administration of the reading and mathematics measures to grade 8 students in the spring of 1981, with the language skills and writing sample measures to be administered to the same initial student group the following spring in grade 9. The present reading proficiency requirement would accordingly be phased out with students in grades 9 to 12 in school year 1980-1981.

2. NATURE OF THE INSTRUMENT

The BSAP reading, mathematics, and language skills tests measure both academic and life skills. This is in contrast to instruments like the Metropolitan Achievement Tests and the Tests of Academic Skills which are designed to measure academic skills only.

Further, the BSAP tests are criterion-referenced instruments. This means that their purpose is not to compare the performance of the student with others at a given grade level, as is the case with norm-referenced tests. Rather, it compares performance with an established standard or criterion. Typically, also, results are reported with reference to the criterion, usually as percent of the exercises marked correctly, rather than in normative terms such as percentile ranks or stanines.

What is measured by the BSAP can be communicated by means of the skill and content specifications developed in building the tests.

The exercises making up the tests were carefully developed and reviewed by subject matter specialists. They were then pretested, subjected to statistical analysis and additional review, and then given a second pretest and final review. A sense as to the nature of the test items and of how the test measures can be gained by examining sample tests prepared by the publisher for each of the three skill areas.

3. STANDARD SETTING

It is appropriate and necessary that the performance standards to be required for graduation be locally-determined. Three recognized procedures or methods for setting the standard for each test will be initiated in May and completed during the summer. These will involve a) detailed review of the tests by committees of staff personnel, parents, and community representatives and b) data collection from test administration to specially-identified grade 12 students. Details involved in these procedures are published and can be obtained for examination.

Two levels of performance on the competency measures are to be designated for students who do not meet the standards required for graduation. These should identify a) those students who are marginal and who might be expected to reach the graduation standard by means of regular course work and b) those students who are weak and need special remediation. Students, near the close of each school year, are to be permitted to re-take the test or tests on which they have not reached the standard required for graduation. Grade 12 students not meeting the competency requirements but otherwise qualifying for graduation will remain as candidates for graduation.

4. THE WRITING SAMPLE

In addition to the objective measures in the areas of reading, mathematics, and language/writing skills, actual writing samples are to be obtained from students near the close of grade nine as part of the competency requirement. Students will prepare, for example, an autobiographical paragraph and a sample of expository writing as part of a job application.

Holistic procedures are to be employed in scoring the writing samples. That is, the writing samples are judged for their total effect. Teachers to be employed as scorers will, of course, be specially trained for this task.

TITLE OF PROJECT Experience Based Career Education

CONTACT PERSON Ron Nelson

ADDRESS 401 S. Military Road
Fond du Lac, Wisconsin 54935

PHONE 414-929-2747

TYPE OF AGENCY Secondary

SUBJECT AREA Interdisciplinary

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM The Experience Based Career Education (EBCE) Program in Fond du Lac, Wisconsin, provides Goodrich High School juniors and seniors with a full-time alternative from the traditional classroom. Students who choose EBCE explore careers while earning high school credit toward graduation. Basic math and communications skills, as well as "survival skills", are emphasized in each student's individualized learning program. Students have input into what they need to learn, and with help from their learning coordinator, essentially develop their own educational activities while in the program. EBCE utilizes workers in the community to relate the realities of the working world to academics taught in school.

GOALS To provide students with an opportunity to explore careers while earning high school credit including an emphasis on basic math, communications skills, and "survival skills".

SPECIFIC SERVICES EBCE is a total alternative to the regular classroom which allows a cross section of juniors and seniors to explore careers without pay for one or two semesters while earning elective credit.

DURATION OF PROGRAM Since 1976

ANTICIPATED OUTCOMES/EVALUATION STATUS 1) EBCE students will do as well in basic academic skills as the students in the comparison group, 2) EBCE students will acquire greater career knowledge than the students in the comparison group, 3) EBCE students will acquire greater career maturity than the students in the comparison group, 4) EBCE students will develop more positive attitudes toward learning environments, themselves, others, and work than the students in the comparison group, 5) EBCE students will exhibit less sex-role stereotyping than the students in the comparison group, 6) Parents of EBCE students will have positive attitudes toward the EBCE program, and 7) Experience resource and contact persons will have positive attitudes toward the EBCE program.

REPLICATION POTENTIAL U.S. Office of Education, Department of Health Education and Welfare under Part D of the Vocational Education Act of 1963. Nationally validated by the JDRP of the USOE September, 1979.

COORDINATION EFFORTS EBCE utilizes workers in the community to relate the realities of the working world to academics taught in school.

UNIQUE/SUCCESSFUL CHARACTERISTICS Students have input into what they need to learn and with help from their learning coordinator, essentially develop their own educational activities.

ADDITIONAL INFORMATION Limited staff time for dissemination is available through a Title IV grant.

Career Component

Academic Component

Community Component

1. Assessing of each student's career interests, preferences, and aptitudes.
2. Determining general career clusters or areas that relate to interests, preferences, and aptitudes.
3. Selecting and placing students in specific jobs and work situations relating to interests and aptitudes.
4. Developing appropriate career exploration activities for each student.
5. Monitoring and evaluating each student's career development on a regular (i.e., short-term) basis.
6. Evaluating each student's career development (e.g., knowledge, learning skills, decision-making skills, aptitudes) on a periodic (i.e., long-term) basis.

1. Assessing of each student's academic needs and interests.
2. Determining general courses or areas of study related to each student's academic needs and interests.
3. Establishing goals and objectives that relate to each student's academic needs and interest.
4. Developing appropriate learning activities (projects) for each student.
5. Monitoring and evaluating each student's academic development on a regular (i.e., short-term) basis.
6. Evaluating each student's academic development on a periodic (i.e., long-term) basis.

1. Establishing and working with advisory group.
2. Enlisting and maintaining cooperation of sites.
3. Analyzing and documenting learning opportunities at sites.
4. Organizing or clustering placement "spots" into accessible groups.
5. Matching students to appropriate placements.
6. Orienting site personnel to program.

EDUCATIONAL OBJECTIVES

Cognitive Domain

1. KNOWLEDGE - Knowledge level terms:

define
identify
recognize
recall

2. COMPREHENSION - Comprehension level terms:

translate explain
interpret distinguish
estimate determine
illustrate differentiate
predict

3. APPLICATION - Application level terms:

apply organize
generalize use
relate classify
develop choose
transfer

4. APPLICATION - Application level terms:

detect contrast
deduce compare
analyze discriminate

5. SYNTHESIS - Synthesis level terms:

document produce combine
propose constitute derive
plan originate design
write formulate

6. EVALUATION - Evaluation level terms:

judge decide
argue consider
validate standardize
assess appraise

Affective Domain
1. Receiving - Receiving level terms:
select
listen for

accept
respond to

2. Responding - Responding level terms:
comply with
commend
discuss
applaud

3. Valuing - Valuing level terms:
increase measured
proficiency in
debate
specify
support

4. Organization - Organization level terms:
theorize on
abstract
balance

5. Characterization - Characterization level terms:
value or value complex
revise
complete
be rated high by
visors in:
change
required
high by peers
manage
resolve
resist

(1-1)	1-2	1-3	1-4	1-5
2-1	2-2	2-3	2-4	2-5
3-1	3-2	3-3	3-4	3-5
4-1	4-2	(4-3)	4-4	4-5
5-1	5-2	5-3	5-4	5-5
6-1	6-2	6-3	6-4	6-5

TO BE FILLED OUT FOR THE EXPERIENCE SITE IN GENERAL

NAME OF EXPERIENCE SITE ST. AGNES HOSPITAL - HOUSEKEEPING DEPARTMENT

ADDRESS 430 East Division Street

DIRECTIONS _____

CITY TRANSPORTATION On bus route PHONE 921-2300

PARKING FACILITIES Lot available LUNcheon FACILITIES _____

SPECIAL RESTRICTIONS _____

Interview required prior to placement with the Housekeeping Director.

GENERAL DESCRIPTION OF PURPOSE OR FUNCTION OF EXPERIENCE SITE:

There are five general job classifications within the Housekeeping Department.

The general responsibility of this department of St. Agnes is to provide house-keeping services such as supplying linen, maintaining the cleanliness of patient rooms, daily cleaning of floors, walls, windows, etc. Workers perform a variety of tasks such as moving materials, cleaning work areas, operating simple machines and overall ensuring that the hospital meet all sanitary regulations.

NAME AND DESCRIPTION OF DIFFERENT SECTIONS OR UNITS OF EXPERIENCE SITE (IF ANY)

NAME OF SECTION	DESCRIPTION OF PURPOSE OR FUNCTION OF SECTION
<u>Director</u>	<u>WTG # - 11.11.01</u>
<u>Housekeeping Supervisor</u>	<u>WTG # - 11.11.01</u>
<u>Housekeeping I</u>	<u>WTG # - 05.12.18</u>
<u>Housekeeping II</u>	<u>WTG # - 05.12.18</u>
<u>Housekeeping III</u>	<u>WTG # - 05.12.18</u>
_____	_____
_____	_____

TO BE FILLED OUT ON EACH RESOURCE PERSON:

JOB TITLE Housekeeper III

PRIMARY MTG (NAME AND NUMBER) 05.12.18 - Elemental Work: Mechanical

NAME OF SECTION OR UNIT IN WHICH R.P. WORKS Hospital

SPECIFIC TIMES LEARNER IS TO BE ON SITE, FROM 7:00 A.M. TO 3:30 P.M.

SMOKING REGULATIONS In lounge only.

DRESS CODE Light green uniforms - girls. Dark green uniforms - men.

COMMENTS _____

RESOURCE PERSON'S JOB DESCRIPTION (IN TASK STATEMENTS)

General Description: To perform the major floor cleaning and re-finishing functions in accordance with the standard procedures of the Housekeeping Department and in accordance with the hospital objectives. Will use cleaning equipment including automatic floor machine 20" rotos, commercial vacuum cleaners, 24 oz. mops and wringers and other necessary equipment, tools, chemicals, and supplies.

1. Perform cleaning functions in assigned areas following established schedules and using prescribed methods.
 - a. Strip all soil and finish to base material.
 - b. Refinish to a glossy appearance.
 - c. Shampoo carpets.
 - d. Remove spots from carpets.
 - e. Remove stains and patch finished floors.
 - f. Recognize cause and materials of soiling and/or spot and remove with proper chemicals.
2. Perform any other tasks which may be assigned by the Housekeeping Supervisor.

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TOOLS/TERMS/WRITTEN MATERIAL TO BE FAMILIAR WITH:

RESPONSIBILITY:

(Personnel and/or materials)

Must account for the cleanliness and neat appearance of assigned areas or projects and that the project or schedule is completed in proper time and all instructions from supervisors are followed, so that areas will pass inspection of supervisors or administrative personnel. That equipment and chemicals are used for their intended purpose so that hospital property is not damaged.

To be able to work without close supervision and to use good judgement in the performance of assigned duties.

To analyze floor or carpet conditions and administer proper cleaning techniques to insure proper appearance and to avoid damage to floor or carpet.

PERSONNEL SPECIFICATION:

Must satisfy requirements of pre-employment and annual physical examination. This shall include a back x-ray as a test for exposure of any problems likely to be aggravated by work required.

Demonstrate (after training) skill in controlling powered equipment under "run away" conditions.

Must be able to demonstrate skills and knowledge of proper use of chemicals and equipment in stripping and refinishing floors and in shampooing carpeting to achieve the desired result.

Must be able to pass mechanical aptitude test so that any equipment malfunctions will be detected in time to prevent serious failure or danger to operator, persons nearby or hospital property.

WORKING CONDITIONS:

On feet most of work day.

Pushes, pulls, and lifts cleaning equipment, furniture, etc.

Climbs ladders.

Operates cleaning machine.

EBCE Courses

Concepts

MA 2.7.1: How do you do computations with logarithms?
MA 2.7.2: What is a radical?
MA 2.7.3: How do you take a square root?
MA 2.7.4: How do you use a table of roots?
MA 2.7.5: How do you find square roots by using a table and by using logarithms?

MA 3.0.0: MEASUREMENT AND ANALYSIS
MA 3.1.0: Units of Measurement: deals with the identification and use of certain quantities used as standards for assessing the relative size of other quantities of a similar nature.
MA 3.1.1: What are the units of measure in the English system?
MA 3.1.2: What are some examples of units to measure length?
MA 3.1.3: What are some examples of units to measure area?
MA 3.1.4: What are some examples of units to measure volume?
MA 3.1.5: What are some units for measuring time, altitude, temperature, and/or pressure?
MA 3.1.6: What are the comparable units of measure in the Metric System?
MA 3.1.7: What do the scientific units such as calorie, BTU, foot, lb, ohm, ampere, volt, watt, coulomb, erg, poundal, lumen, foot candle, roentgen, angstrom, light year, and horsepower mean?

MA 3.2.0: Measurement Tools and Techniques: deals with various tools and techniques used for measurement.
MA 3.2.1: How do you read measuring devices such as a ruler, clock, weighing scales, and/or calendar?

1. Advanced Math
2. Agriculture
3. Algebra
4. American Ethnic Groups
5. American Institutions
6. Basic Economics
7. Basic English
8. Biology
9. Business Education
10. Career Education
11. Chemistry
12. Consumer Education
13. Consumer Math
14. Family Relationships
15. Fine Arts
16. Geography & Ecology
17. Geometry
18. Health
19. History
20. Home Management
21. Human Behavior
22. Industrial Education
23. Literature
24. Modern Technology
25. Music
26. Philosophy
27. Physical Education
28. Physical Science
29. Physics/General & Technical
30. Political Science
31. Psychology
32. Sociology & Anthropology
33. Technical & Trade Math
34. Transportation Management

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Subject Mathematics Concept Measurement & Analysis
 Sub-Concept Measurement Tools & Techniques Interest Area How do you read measuring devices such as a ruler, clock, weighing scales, and/or calendar? (MA 3.2.1)

Instructional Objectives	Resource	Lab.	Com.	Learning Activity
The learner will be able to determine and/or identify specified examples of measuring devices such as a ruler, clock, weighing scales, and/or calendar.	Any technical, construction, or industrial site		x	1. The student with the aid of the RP could learn to read such measuring devices as rulers, clocks, scales and calendars and determine their importance at the site.
	<u>Mathematics Made Simple</u> , Chapter 16	x		1. This could give the student basic information on scales, (e.g. maps, distances, etc.)
	<u>Modern Physics</u> , Index (Measurement)	x		2. This resource could give the learner basic information on the measurement of many types of quantities.

Subject Mathematics Concept Measurement & Analysis
 Sub-Concept Measurement Tools & Techniques Interest Area How do you make measurements with a ruler, protractor, or orthometer? (MA 3.2.2)

Instructional Objectives	Resource	Lab.	Com.	Learning Activity
The learner will be able to make specified measurements with a ruler, protractor or orthometer.	All technical, industrial, construction, and educational sites		x	1. The student could with the aid of the RP perform measurements relevant to the site by using such tools as rulers, protractors and orthometers.
	See resources for instruction and use at sites which use these devices		x	1. This resource will give the learner basic information on use of the instruments named above.
	<u>Exploring Modern Mathematics</u> Book II, Index (Ruler & Protractor)	x		

Student _____	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.		
Learning Coordinator _____	Sub-Concepts		3.2.1						Code 1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate		
Experience Site _____	Points										
Start _____ Estimated Stop _____	Site Information: St. Agnes Hospital										
Actual Stop _____											
Actual number of days to complete Activity Sheet _____											
Objective: The student will be able to explain to LC the different kinds of measurement used in the RP's job as a Housekeeper.									Evaluation Code 5. Excellent 4. Commendable 3. Satisfactory 2. Improving 1. Needs to Improve		
Sub-Concept Description Measurement Tools & Techniques											
Activities									Code	L.C.	Stu.
1. Discuss with LC the different kinds of measurement used in daily activities - calendars, clocks, rulers, scales, cups, etc.									2		
2. Examine examples of the above.									2		
3. Observe RP's job. In a notebook, take notes on measurement tools used and how.									2		
4. Discuss above with LC. Determine which types of measurement you need more practice in using. Make a plan with LC to achieve this.									3,4,5		
<u>Evaluation criteria:</u> completeness of list (determined by RP & LC); clarity of explanation to LC; plan to develop measurement skills.											

TO BE FILLED OUT ON EACH RESOURCE PERSON:

JOB TITLE Housekeeping Supervisor

PRIMARY MTG (NAME AND NUMBER) 11.11.01 - Business Management

NAME OF SECTION OR UNIT IN WHICH R.P. WORKS Hospital

SPECIFIC TIMES LEARNER IS TO BE ON SITE, FROM 7:00 A.M. TO 4:00 P.M.

SMOKING REGULATIONS In lounge only.

DRESS CODE Light green uniforms - girls. Dark green uniforms - men.

COMMENTS _____

RESOURCE PERSONS JOB DESCRIPTION (IN TASK STATEMENTS)

General Description: To assist the Coordinating Manager in maintaining a high quality of standard of housekeeping by keeping him informed on the immediate condition of all assigned areas and by training, supervising, and motivating the housekeeping personnel to be sure all schedules are completed.

1. Inspect all checkouts and release to Admitting only when they have met the required standard.
2. Have a basic understanding of the area and control of all supplies and equipment used in housekeeping department.
3. Continuously check assigned areas to be sure work is being done and personnel are following schedules.
4. Report all pertinent information to Director of Housekeeping.
5. Knows schedules for all assigned areas and is alert for ways to improve them.
6. Handles all requests with a sense of urgency.
7. Instills a positive service-minded attitude and feeling of pride in a job well done in the housekeeping staff by demonstrating a personal enthusiasm and team spirit.
8. Trains and retrain housekeeping personnel as directed by Director of Housekeeping.
9. Arranges for assigned areas to have adequate coverage at all times by checking sign-in sheet and using personnel efficiently.
10. Inspects equipment daily to maintain in clean condition and in good repair.
11. Answers phone with cheerful enthusiasm indicating a desire to serve.

12. Assumes responsibility for department in the absence of the Director.

LEARNER
MAY
OBSERVE

LEARNER MAY
HAVE HANDS-ON
EXPERIENCE

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LEARNER MAY OBSERVE	LEARNER MAY HAVE HANDS-ON EXPERIENCE
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13. Prepares daily A/S Report discussing activities and projects Director of Housekeeping.
14. Maintains good public relations with all patients, hospital and staff personnel.
15. Maintains close control on supply distribution and usage noting inventory needs to Director of Housekeeping.
16. Maintains a high standard of personal appearance among house-keeping staff.
- 17.. Willfully enters into hospital activities and special events.
18. Observes cleaning needs throughout hospital and submits written project requests to Director of Housekeeping indicating project completed or to be done.

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TOOLS/TERMS/WRITTEN MATERIAL TO BE FAMILIAR WITH:

RESPONSIBILITY:

(Personnel and/or materials)

The Supervisor uses the Supervisor Report to make inspections each day, completes the report and submits it to the Director thirty minutes before she leaves that day.

The Supervisor inspects all public areas in his/her area immediately upon beginning work and takes immediate steps to correct deficiencies.

The Supervisor inspects checkouts, takes corrective action where deficiencies exist, reports the completed checkout to the Admitting Office and completes the established checkout controls.

The Supervisor inspects equipment of each individual in his/her area each day and takes immediate corrective action where equipment is not clean, identified and in operating order.

The Supervisor observes and determines the need for projects within his/her area and submits list of these projects to the Director.

The Supervisor assumes responsibility for the quality standard in his/her area.

The Supervisor assumes responsibility for training and retraining of new and current employees.

PERSONNEL SPECIFICATION:

High school graduation is required.

Courses in Hospital Housekeeping or institutional management are helpful.

Experience in functions to be supervised is essential whether gained from employment or practical training.

Must have demonstrated leadership potential.

A preference for working with people to supervise, instruct, and maintain harmony among workers.

Ability to direct and control housekeeping activities and evaluate cleanliness and neatness of work.

WORKING CONDITIONS:

Work is light. Extensive walking and standing while supervising workers or inspecting for cleanliness of area.

Bending and stooping for inspecting work areas.

Talking and hearing are required in giving and receiving instructions and explanations.

Near-visual acuity needed to inspect hospital areas for cleanliness.

Works inside.

EBCE Courses

Concepts

	MA 3.2.2: How do you make measurements with a ruler, protractor, or orthometer?	MA 3.2.3: How do you make estimations in relation to a situation or a problem?	MA 3.2.4: How do you use carpenter and engineering rules, transit, vernier caliper, micrometer, meter stick, time devices, and weighing instruments?	MA 3.3.0: Functions: covers the definitions of a function (i.e., the function $y = f(x)$ defined as a mapping of x into y resulting in a unique image), and the notation involved in functions.	MA 3.3.1: What is a function?	MA 3.3.2: What is a relation? How does it differ from a function?	MA 3.3.3: What constitutes a linear function?	MA 3.3.4: What constitutes a quadratic function?	MA 3.4.0: Tables and graphs: covers the various techniques and skills necessary to be able to apply tables of data and graphs.	MA 3.4.1: How do you find data in tables?	MA 3.4.2: How do you use a table and graph to locate information?	MA 3.4.3: How can you compare (e.g., population) by using tables, graphs, averages, and other guidelines?	MA 3.4.4: How do you read a picture and bar graph?	MA 3.4.5: How are interpolations and extrapolations done, using a table?
1. Advanced Math				X	X				X					
2. Agriculture									X	X				
3. Algebra				X	X				X	X				
4. American Ethnic Groups														
5. American Institutions														
6. Basic Economics									X	X				
7. Basic English														
8. Biology														
9. Business Education														
10. Career Education														
11. Chemistry	I	I							X	X				
12. Consumer Education									X	X				
13. Consumer Math		I												
14. Family Relationships														
15. Fine Arts														
16. Geography & Ecology									X	X				
17. Geometry	I													
18. Health														
19. History														
20. Home Management														
21. Human Behavior									X	X				
22. Industrial Education	I	I	I											
23. Literature														
24. Modern Technology	I													
25. Music														
26. Philosophy														
27. Physical Education	I	I							X	X				
28. Physical Science	I	I							X	X				
29. Physics/General & Technical	I	I	I	X	X				X	X				
30. Political Science														
31. Psychology									X	X				
32. Sociology & Anthropology														
33. Technical & Trade Math	I	I	I						X	X				
34. Transportation Management														

Subject <u>Mathematics</u>	Concept <u>Measurement & Analysis</u>			
Sub-Concept <u>Measurement Tools & Techniques</u>	Interest Area <u>How do you make estimations in relation to a situation or problem? (MA 3.2.3)</u>			
Instructional Objectives	Resource	Lab.	Com.	Learning Activity
The learner will be able to make estimations in relation to specified situations or problems.	All industrial, technical, and educational sites	x		1. The student with the aid of the RP could practice estimating values for computations on specified site related problems, perform the calculations, and with the aid of the RP, develop some index of accuracy for the solutions.
	<u>MMV: Structure & Method, Course 1, Section 4-6</u>	x		1. These resources will give the learner basic information on different types of estimation.
	<u>Exploring Modern Mathematics, Index (estimation)</u>	x		
	<u>MMV: Structure & Method, Course 11, Section 6-9</u>	x		

Subject <u>Mathematics</u>	Concept <u>Measurement & Analysis</u>			
Sub-Concept <u>Measurement Tools & Techniques</u>	Interest Area <u>How do you use carpenter & engineering rules, transit, sexton, vernier, micrometer, meter sticks, time device & weighing instruments? (MA 3.2.4)</u>			
Instructional Objectives	Resource	Lab.	Com.	Learning Activity
The learner will be able to use carpenter and engineering rules, transit, sexton, vernier, micrometer, meter sticks, time device, and weighing instruments.	All technical, industrial, construction, and educational sites	x		1. The student could with the aid of the RP perform measurements relevant to the site by using such tools as carpenter and engineering rules, transit, sexton, vernier, micrometer, meter sticks, time device and weighing instruments.
	<u>World Book Encyclopedia</u>	x		1. This resource will have entries giving brief explanations of the above terms.
	See resources for instruction and use at sites which use these devices.		x	
	<u>Vocational and Technical Math, Page 59</u>	x		2. This resource will give learner basic information on use of micrometer to determine measure.

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Student _____	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.		
Learning Coordinator _____	Sub-Concepts		3.2.3						Code 1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate		
Experience Site _____	Points										
Start _____ Estimated Stop _____	Site Information:										
Actual Stop _____											
Actual number of days to complete _____											
Activity Sheet _____											
Objective: The student will be able to determine the types and quantity of supplies used in the housekeeping department on a weekly basis and when it is most economical and advantageous to reorder.									Evaluation Code 5. Excellent 4. Commendable 3. Satisfactory 2. Improving 1. Needs to Improve		
Sub-Concept Description Measurement Tools & Techniques (Estimation)											
Activities									Code	L.C.	Stu.
1. Discuss the process of inventorying and ordering supplies with RP.									2		
2. Obtain a copy of last week's housekeeping supplies Inventory.									2		
3. At the end of the week, inventory remaining supplies. Determine which products have been restocked during the week.									2,3		
4. Check the available space for storage.									2,3		
5. Using suppliers catalogs and price quotes as given to RP, determine how often and in what quantities, supplies should be ordered, keeping in mind economics, shelf life and storage space available.									2,3,4		
6. Prepare a written report explaining the inventory/ordering process, including your calculations and ordering time table. Explain considerations in # 5.									3,4,5		
Evaluation criteria: Clarity of explanation; grammar, mechanics, spelling structure; logic of conclusions; content; neatness. (Will be read by RP)											

Evaluation Comments:

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REDECORATION/COST ESTIMATE
ST. AGNES HOSPITAL

The following is the outline of an independent study project developed by a gifted/talented student and his/her supervising instructor. The student has a high interest in math and is interested in art. The project will be completed in a semester, during which time the student will be teamed up with a resource person in the community, who will serve as a mentor/resource. The project will allow the student to utilize his/her talents, enjoy learning in a different environment, and identify the relevancy between learning, school, and the adult working world. It will also make the student aware of the inter-relationship of the various academic disciplines, as the student will be working in the areas of English/Communications, Social Science, Mathematics, and Art.

For the purposes of this project, the student has been teamed up with the Director of Housekeeping at St. Agnes Hospital. The one job duty being investigated is:

Makes recommendations to Administration concerning redecoration and renovations in patient rooms and other areas of the hospital. This includes assisting with plans and selection of furnishings, considering servicibility, style, color, and other factors.

GOAL: The student will be able to determine the estimated cost of the redecoration of one patient room and one waiting room at St. Agnes Hospital (as assigned by Resource Person). The student will design the rooms, obtain price quotes, and develop a final estimate of per unit cost. The student will take into account aesthetics, physical comfort, mental/emotional harmony, availability of supplies, energy efficiency, and economics throughout the project.

REQUIRED FINAL PRODUCTS:

- Written report
 - Oral presentation
 - Scale drawings of rooms
 - Samples of paint, materials, floor coverings, etc.
 - Cost calculations, including comparison price quotes
- Other products may be added as the project progresses. Each product's evaluation criteria will be determined prior to the product's development as a joint effort of the student and the instructor.

INTEREST AREAS

EC 1.4.2: How do you write a summary report?

EC 2.2.1: How can I organize and orally express my thoughts clearly?

SS 2.4.3: How is merchandise priced in a business?

SS 5.1.2: What is the effect of environment on personality development?

MA 2.1.5: How do you use a calculator, adding machine, abacus, or slide rule?

MA 2.3.3: How do you add, subtract, multiply, and divide with decimal numbers?

MA 3.2.3: How do you make estimations in relation to a situation or to a problem?

MA 4.1.6: How do you do cost estimating for domestic or business purposes?

MA 4.2.2: How do you compare prices?

MA 4.2.3: How do you buy on the basis of comparative studies?

MA 4.3.1: How do you make an accurate scale drawing using rulers, compasses, and protractors?

GENERAL OBJECTIVES

The student will be able to write a complete and error-free report summarizing his/her activities in a specified situation.

The student will be able to organize his/her thoughts, and express them clearly in a specified situation.

The student will be able to explain the process of pricing merchandise, including the discounts given for buying in quantity.

The student will be able to determine and/or identify the influence the physical environment has on an individual's mental/emotional well being in a specified situation.

The student will be able to perform specified problems on specified calculating devices.

The student will be able to perform specified operations with decimal numbers.

The student will be able to make estimations in relations to specified situations or problem.

The student will be able to do cost estimating for specified domestic or business purposes.

The student will be able to compare specified prices.

The student will be able to do specified buying on the basis of comparative studies.

The student will be able to make an accurate specified scale drawing using a ruler, compass and protractor.

Activity sheets will be written for each phase of the project, in a sequential manner, not necessarily in the order given above. Where feasible, interest areas may be combined on an activity sheet. Other interest areas may be added as the project progresses. As activity sheets are written, they must be approved by the supervising instructor. Each activity sheet will contain a due date and evaluation criteria. The student and the supervising instructor will negotiate the value of each activity sheet. Evaluation comments will be provided to the student on each activity sheet, both in oral and written form.

It is the responsibility of the STUDENT to set up appointments other than those scheduled on an on-going basis as s/he determines necessary to keep the instructor informed of his/her progress and to inform the instructor of such problems as should arise. All major changes in the project MUST be approved by the instructor PRIOR to their inclusion in the project.

Student _____	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.
Learning Coordinator _____	Sub-Concepts					1.1.3			Code 1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate
Experience Site _____	Points								
Start _____ Estimated Stop _____	Site Information: Do At Own Pace								
Actual Stop _____									
Actual number of days to complete _____									Evaluation Code 5. Excellent 4. Commendable 3. Satisfactory 2. Improving 1. Needs to Improve
Activity Sheet _____									
Objective: The student will be able to determine and/or identify verb tenses and when each is used. Evaluation will be on the basis of achievement of a 90% or better on a verb tense post test.									
Sub-Concept Description Grammar									
Activities									Code L.C. Stu.
1. Do Lesson # 3 (Tenses) on the <u>English Basics</u> disc, Verbs. Complete additional exercises as offered. When a 90% competency is achieved, go on to step 2. (Correct exercises)									2,3,4
2. Do Lesson # 34 from the <u>Writing Lab</u> , Verbs. Complete all exercises. (Correct exercises with student tutor)									2,3,4
3. If you feel you need more practice in identifying and using tenses, refer to Chapter 7 (p. 43) in <u>Warriner's English Grammar and Comp.</u> (10) Do exercises as necessary. Correct.									2
4. Feel free to check with student tutors or the Instructor, as you find necessary.									2
5. When you feel you understand the identification and use of verb tenses, ask instructor for the micro disc post test on verb tenses. Ask your instructor to check results.									4,5
<u>Evaluation criteria:</u> a 90% or + competency on the post test.									

Evaluation Comments:

171

196

Concepts

37

TIPS AND SUGGESTIONS FOR DEVELOPING STUDENT ACTIVITY SHEETS

1. TO MEET INDIVIDUAL STUDENT NEEDS:

- a. Consider student's interest.
- b. Consider student's readiness.
- c. Consider student's rate of learning.
- d. Consider student's repertoire of learning or study habits.

2. WHEN PREPARING TO WRITE AN ACTIVITY SHEET:

- a. By checking the Course/Interest Area Matrix, review the concepts and objectives the student is pursuing.
- b. Check the Cross Reference Catalog for general suggestions regarding activities a student might pursue.
- c. Review resources. Be sure to check the Experience Site Learning Guide for the student's current placement in order to determine possible activities relating to the student's stated objective.
- d. Consider the steps of the inquiry model when determining specific kinds of activities that might be pursued to meet the objective.
- e. Produce overall outline for what the project might entail, including outcomes/products. The outline could be either written or verbal depending on complexity of project and shared Learning Coordinator and student understandings regarding the activities.

3. WHEN WRITING STUDENT OBJECTIVES:

Use inquiry verbs which are open to few misinterpretations: (Relates to Step 1 of the Inquiry Process)

- | | |
|---------------------|-----------------|
| a. To write | f. To construct |
| b. To recite | g. To list |
| c. To identify | h. To compose |
| d. To differentiate | i. To contrast |
| e. To solve | |

4. RESOURCES FOR DEVELOPING ACTIVITY SHEETS: (Relates to Step 2 in Inquiry Process)

- | | |
|---------------|----------------------------|
| u. Tapes | i. EBCE Prepared materials |
| b. Pamphlets | j. Charts |
| c. Manuals | k. Graphs |
| d. Books | l. People |
| e. Television | m. Newspapers |
| f. Movies | n. Magazines |
| g. Models | o. Films |
| h. Filmstrips | p. Situations |

5. WHEN ACTUALLY WRITING ACTIVITIES:

Use directive (declarative) sentences which specify:

- a. Any interim product(s)
- b. Overall product(s)
- c. How product(s) is to be evaluated
- d. Sequence of steps to be followed
- e. Necessary interaction with Learning Coordinator
- f. Necessary interaction with Resource Person
- g. The number and types of resources to be used
- h. Subject areas and Sub-Concepts being emphasized

6. PRODUCTS STUDENTS COULD PRODUCE FOR ACTIVITIES: (Relates to Step 5 of Inquiry Process)

<u>Written</u>	<u>Verbal</u>	<u>AV</u>
a. Reports	a. Discussions	a. Slides
b. Notes	b. Lead group meeting	b. Models
c. Logs	c. Address groups	c. Charts
d. Papers	d. Conduct or participate in seminars	d. Graphs
e. Paragraphs	e. Role play	e. Pictures
f. Essays		f. Posters
g. Charts		g. Tapes
h. Graphs		h. Video tape
		i. Mock up

7. WHEN EVALUATING STUDENT'S INQUIRY SKILLS, Consider:

<u>Inquiry Step</u>	<u>The Student's Ability to:</u>
I. Stating the objective or problem	a. Identify a specific objective or outcome b. Formulate a problem or objective statement
II. Gathering Data	c. Identify appropriate sources d. Utilize sources
III. Analyzing Data	e. Determine relevance of sources f. Assess validity of sources
IV. Generalizing or Inferring	g. Determine ways to organize data h. Organize data i. Evaluate how relevant data is to objective or problem
V. Communicating	j. Understand or comprehend meaning of data k. Determine trends or draw conclusions l. Make decisions based on data m. Clearly communicate conclusions or results n. Produce specific product

8. WHEN EVALUATING THE FINAL PRODUCT, Consider:

a. Completeness of data	k. Use of resources
b. Clarity of organization/presentation	l. Correctness of answers
c. Thoughtfulness of conclusions	m. Scope/complexity
d. Soundness of conclusions	n. Neatness
e. Accuracy of information	o. Clarity and organization
f. Application of logic	p. Sentence structure
g. Appropriateness of data	q. Grammar
h. Application of principals	r. Punctuation
i. Creativity	s. Paragraph development
j. Extent of detail	t. Word usage

(This relates to the method of product evaluation--to be decided upon at the time Activity Sheet is written.)

Student _____	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.		
Learning Coordinator _____	Sub-Concepts								Code 1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate		
Experience Site _____	Points										
Start _____ Estimated Stop _____	Site Information:										
Actual Stop _____											
Actual number of days to complete											
Activity Sheet _____											
Objective:									Evaluation Code 5. Excellent 4. Commendable 3. Satisfactory 2. Improving 1. Needs to Improve		
Sub-Concept Description											
Activities									Code	L.C.	Stu.
Evaluation Comments:									175	200	
Distribution: White - Student / Yellow - Learning Coordinator									Revised 7/18/75		

Student _____	Areas	NE	MA	SS	CE	E/C	Other	Other	SAS No.
Learning Coordinator _____	Sub-Concepts								Code 1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate
Experience Site _____	Points								
Start _____ Estimated Stop _____									
Actual Stop _____	Site Information:								Evaluation Code 5. Excellent 4. Commendable 3. Satisfactory 2. Improving 1. Needs to Improve
Actual number of days to complete									
Activity Sheet _____									
Objective:									
Sub-Concept Description									
Activities									Code L.C. Stu.
Evaluation Comments:									176
Distribution: White - Student / Yellow - Learning Coordinator									201 Revised 7/18/75

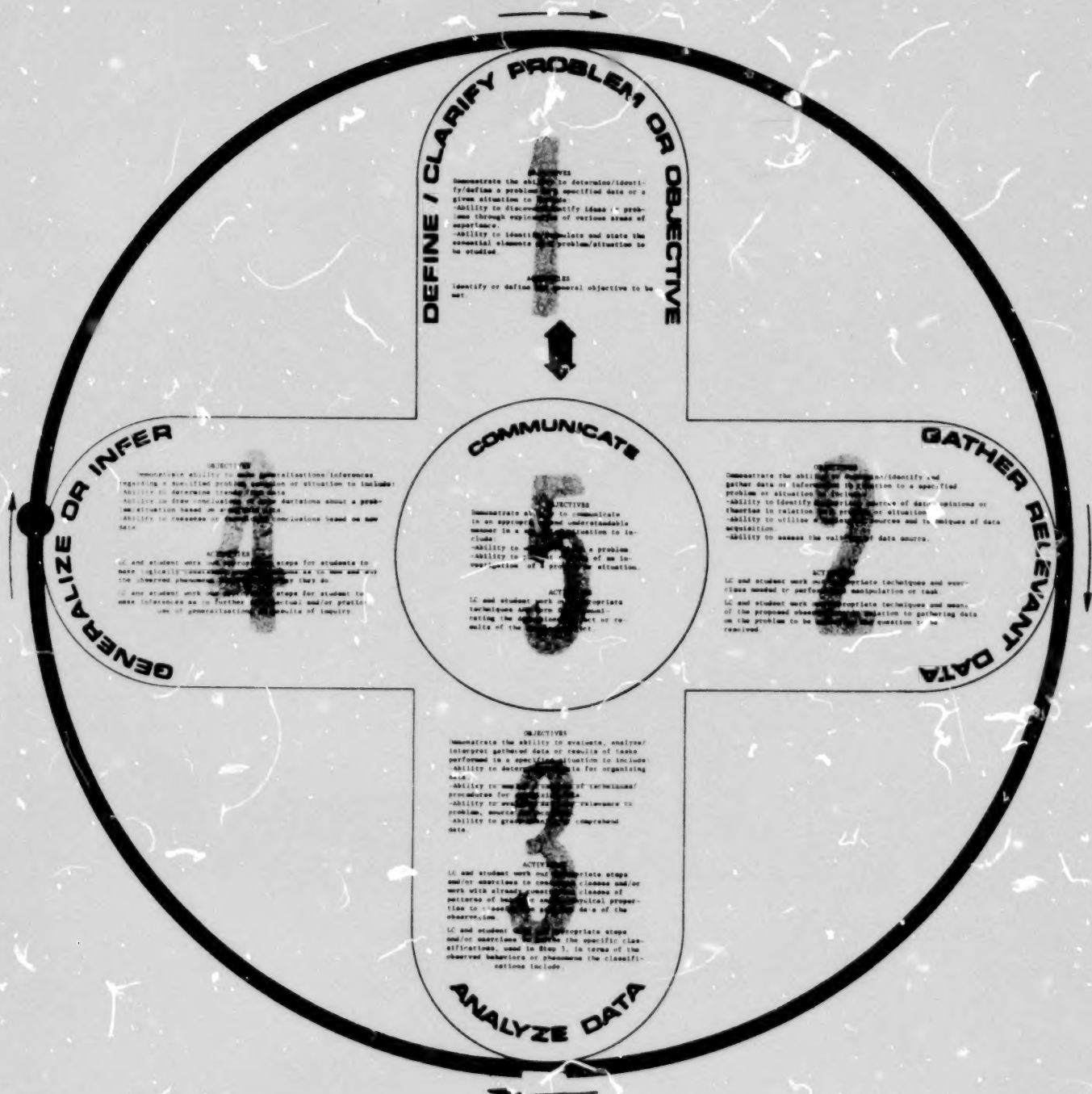
Student _____	Areas	NS	MA	SS	CE	E/C	Other	Other	SAS No.		
Learning Coordinator _____	Sub-Concepts								Code 1. Define Problem 2. Gather Data 3. Analyze Data 4. Generalize 5. Communicate		
Experience Site _____	Points										
Start _____ Estimated Stop _____	Site Information:										
Actual Stop _____											
Actual number of days to complete Activity Sheet _____											
Objective:									Evaluation Code 5. Excellent 4. Commendable 3. Satisfactory 2. Improving 1. Needs to Improve		
Sub-Concept Description											
Activities									Code	L.C.	Stu

Evaluation Comments:

177

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INQUIRY WHEEL



BEST COPY AVAILABLE

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TITLE OF PROJECT Math/Reading/Writing Skills in the Curriculum

CONTACT PERSON Sister M. Joyce Martin, SSND

ADDRESS Messmer High School
742 West Capitol Drive
Milwaukee, Wisconsin 53206

PHONE 414-264-5440

TYPE OF AGENCY Secondary

SUBJECT AREA Math/Reading/Writing

LOCATION Urban on the fringes of the Inner City

DESCRIPTION OF PROJECT/PROGRAM Messmer High School's philosophy states that the school serve "the diverse urban population. . ."
It is in this spirit that dedicated teachers "strive to develop the whole person spiritually, academically, socially and physically. . ." The students are brought up to grade level as much as humanly possible. Courses are provided to meet the needs of the students.

GOALS To bring every student up to grade level as much as possible. To give students a sense of hope through self-image built on success met in achieving at basic level and then advancing to higher levels of achievement. To prepare students for life whether it is college, work and/or marriage.

SPECIFIC SERVICES Instruction is given daily to 106 students in low level English classes taught by four different teachers. Also, 99 students in low level math courses are taught by four different teachers daily. Reading is taught by two teachers to 60 students daily. The computer terminals are used daily by 77 students who use the Computer Assisted Instruction for drills in math, language arts and reading. SRA tests are used to place students. Tutoring occurs far above and beyond the call of duty. Guidance is available in homerooms and through regular counselors. Inservice are held regularly.

DURATION OF PROGRAM The program has been in operation for five years and first started with a two-day inservice on "Reading in the Curriculum". Stressed is the importance of every teacher being a reading teacher.

ANTICIPATED OUTCOMES/EVALUATION STATUS Our goal is to have every single student who graduates from Messmer on grade level preferably above grade level. We are striving to go beyond the minimum competency scores.

REPLICATION POTENTIAL The cost is \$10,000 for a reading specialist, Messmer High School happens to have an all round specialist who is extremely good at helping students achieve. She is a Franciscan Sister who is one in a million.

COORDINATION EFFORTS Teachers in all areas are free to refer students to the Education Action Center for testing. The personnel are also available to the teachers for consultation. The resource materials are shared generously.

UNIQUE/SUCCESSFUL CHARACTERISTICS It is unique because it is not something extra thrown into the day. It is the bare bones of the learning process for the students involved. It is a way that every single teacher can use to help students become more successful in little things day by day. It is definitely a program for "people building" and to prevent dropping out and escape.

ADDITIONAL INFORMATION It is important that students have sufficient drill, sufficient quiet time and then time to "say back" to the teacher what was learned that day. Writing and listening skills are stressed also. The library is essential to the success of this program. Students must read.

THE FOUR LEARNING MODES AND THEIR CORRESPONDING LEARNING STYLES*

Accommodator (AE, CE)

- > Ability to carry out plans, action oriented
- > Likes new experiences, a risk-taker
- > Adapts to immediate circumstances
- > Intuitive, trial-and-error style
- > Characteristic of people with backgrounds in practical fields like business

ACCOMMODATOR

Concrete Experience (CE)

- Experience-based approach to learning
- Feeling-based judgments
- People oriented

DIVERGER

Diverger (RO, CE)

- > Imaginative ability, good at generating ideas, "brainstorming"
- > Can view a situation from many perspectives
- > Emotional, interested in people
- > Characteristic of people with backgrounds in the humanities or liberal arts
- > Characteristic of counselors, personnel managers, organizational development specialists

Active Experimentation (AE)

- Active, doing approach to learning
- Involvement with activities that test one's own knowledge and ability

Reflective Observation (RO)

- Tentative, impartial, reflective approach to learning
- Preference for role of observer rather than participant

LEARNING MODES

Abstract Conceptualization (AC)

- Analytic approach to learning
- Logical, rational
- Orientation towards things and symbols

ASSIMILATOR

Assimilator (AC, RO)

- > Ability to create theoretical models
- > Inductive reasoning
- > More concerned with concepts than people, but less concerned with practical use of theories
- > Characteristic of people in the basic sciences and those in research and planning

CONVERGER

Converger (AC, AE)

- > Good at practical application of ideas
- > Does well in situations where there is one answer to a problem, e.g., conventional IQ tests
- > Unemotional, prefers things to people
- > Narrow technical interests
- > Characteristic of engineers

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Alverno College
0178

*Adapted from David A. Kolb, "Learning Style Inventory: A Self-Description of Preferred Learning Modes" (Boston: McBer & Co., 1977).

LEARNING STYLE INVENTORY *

This inventory is designed to assess your method of learning. As you take the inventory, give a high rank to these words which best characterize the way you learn and a low rank to the words which are least characteristic of your learning style.

You may find it hard to choose the words that best describe your learning style because there are no right or wrong answers. Different characteristics described in the inventory are equally good. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

INSTRUCTIONS

There are ten sets of four words listed below. Rank order each set of four words assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a learner. Be sure to assign a different rank number to each of the four words in each set. Do not make ties.

- | | | | |
|-------------------------------|----------------|----------------------|--------------------|
| 1. ___involved | ___tentative | ___discriminating | ___practical |
| 2. ___receptive | ___impartial | ___analytical | ___relevant |
| 3. ___feeling | ___watching | ___thinking | ___doing |
| 4. ___accepting | ___aware | ___evaluative | ___risk-taker |
| 5. ___intuitive | ___questioning | ___logical | ___productive |
| 6. ___concrete | ___observing | ___abstract | ___active |
| 7. ___present-oriented | ___reflecting | ___future-oriented | ___pragmatic |
| 8. ___open to new experiences | ___perceptive | ___intelligent | ___competent |
| 9. ___experience | ___observation | ___conceptualization | ___experimentation |
| 10. ___intense | ___reserved | ___rational | ___responsible |

FOR SCORING ONLY

CE _____

RO _____

AC _____

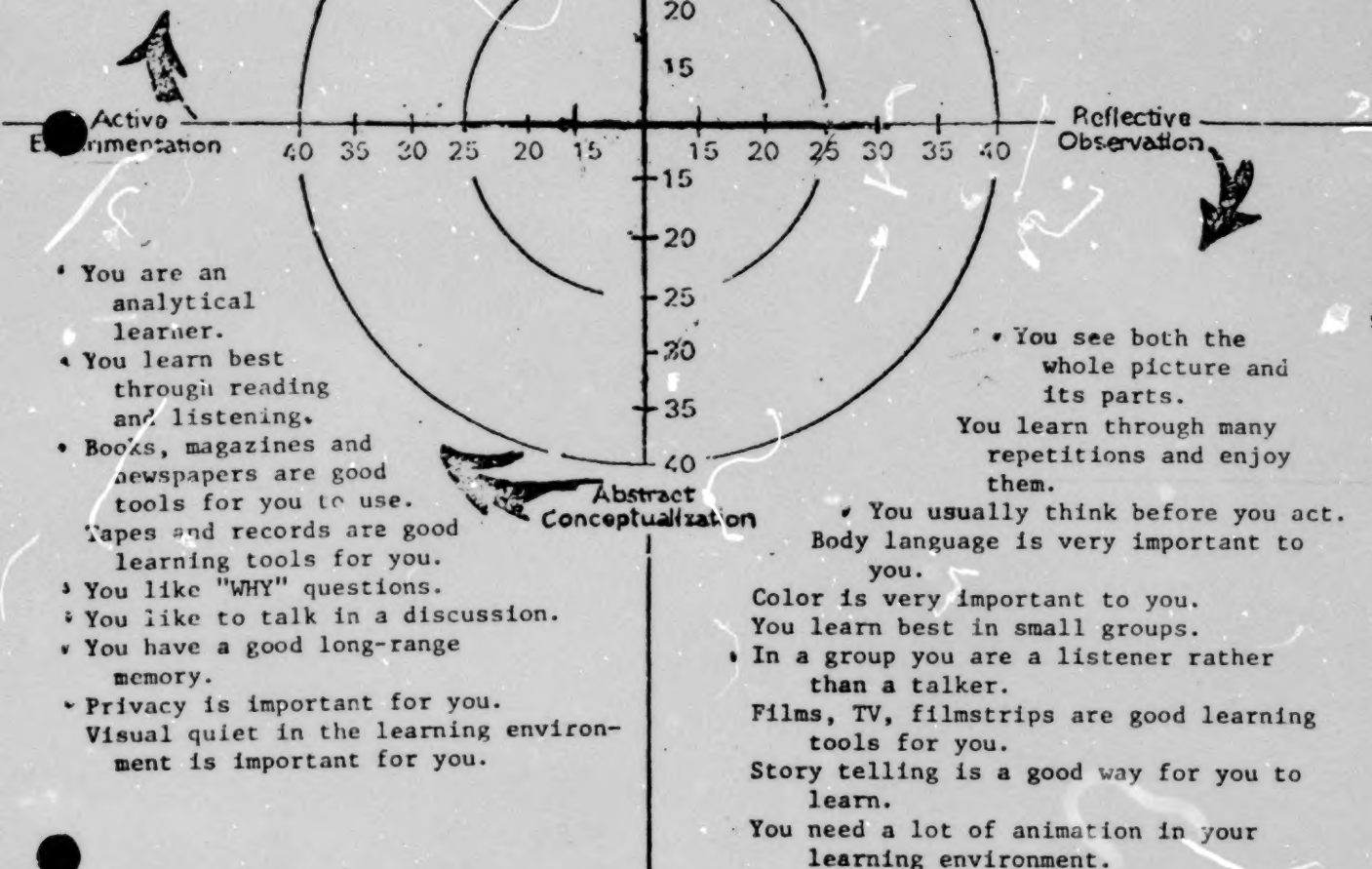
AE _____

* Kolb, Irwin, and McIntyre, Organizational Psychology: an experimental approach Prentice-Hall, Inc. 1971. (Also, reference for Profile, next page.)

LEARNING STYLE PROFILE

You see the whole and don't care about the parts.
 You need to try it out for yourself.
 You "get the gist" of the idea quickly.
 You are independent of the "teacher".
 You learn best when you can actively explore on your own.
 You learn well through role-playing and simulations.
 You are able to do study research.
 You learn through playing games.

You understand how all the parts fit in the whole.
 You are highly curious.
 You learn best when you can touch things and move them about.
 You form a good relationship with the "teacher" and like being "taught".
 You find it easy to follow step-by-step directions.
 You find programmed instruction both interesting and challenging.
 You learn through mime and other dramatic experiences.
 You enjoy a learning environment that has many choices, especially those that can be handled.



DO THE CURRICULAR MATERIALS ENCOURAGE METHODOLOGIES CONSISTENT WITH YOUNG PEOPLE AS LEARNERS?

1. Do the materials provide manipulative learner-involved experiences?
2. Are the materials based upon direct experience and interests of students?
3. Do curricular materials make possible a variety of teaching methods capable of meeting students' varied learning styles?
4. Do the materials capitalize on and elicit student curiosity, imagination, responsibility and aesthetic sense?
5. Do the materials encourage critical thinking on the part of each student?
6. Do curricular materials provide for individual differences?
7. Are curriculum materials flexible rather than static? e.g. allowing variety of groupings, changing course outlines, changing schedules, adaptable for maximizing current events.
8. Do they provide opportunities for the learner to choose problems to solve, to use his/her own judgment in finding alternate solutions?
9. Do the materials lend themselves to helping the student integrate his/her learning by encouraging a multi-disciplinary approach?
10. Do they emphasize cooperation rather than competition?

POSSIBLE TEACHING MODELS TO ADDRESS

STUDENT LEARNING STYLES

I. SINGLE-TECHNIQUE MODEL

This model is utilized to help students stretch their preferred learning style by aiding them in adapting to the only teaching technique provided.

- A. Identify the objective of the lesson
- B. Select a particular instructional technique
- C. Work with students to develop their capacity to meet the objective through this particular instructional technique

II. MULTIPLE-TECHNIQUE MODEL

This model is utilized in an attempt to address the preferred learning style of all the students. It may be handled in two different ways by the instructor, depending on the formality of the classroom environment, the curriculum content being covered, the educational philosophy of the teacher, the relationship between teacher and student.

- A. Identify the objective of the lesson
- B.1 Provide four instructional approach options from which students may choose in order to meet the objective
- OR
- B.2 Throughout a classroom period or instructional day, use teaching techniques from each learning style to help students meet the desired objective(s).

No one expects any teacher--no matter how skillful--to fully engage the efforts and enthusiasm of every student in the class. However, by learning to utilize several teaching models, all teachers will meet more of the instructional needs of more of their students.

TEACHING STYLE INVENTORY

This inventory is designed to assess your method of teaching. As you take the inventory, give a high rank to those words which best characterize the way you teach and a low rank to the words which are least characteristic of your teaching style.

You may find it hard to choose the words that best describe your teaching style because there are no right or wrong answers. Different characteristics described in the inventory are equally good. The aim of the inventory is to describe how you teach, not to evaluate your teaching ability.

INSTRUCTIONS

There are six sets of four words listed below. Rank order each set of four words assigning a 4 to the word which best characterizes your teaching style, a 3 to the word which next best characterizes your teaching style, a 2 to the next most characteristic word, and a 1 to the word which is least characteristic of you as a teacher. Be sure to assign a different rank number to each of the four words in each set. Do not make ties.

- | | | | |
|--------------------------------|----------------------------|---------------------------------|--------------------------|
| 1. ___ laboratory | ___ movie films | ___ books, magazines | ___ games |
| 2. ___ programmed
materials | ___ TV | ___ newspapers | ___ simulations |
| 3. ___ art media | ___ rap sessions | ___ picture inter-
pretation | ___ independent
study |
| 4. ___ work/study | ___ records/
filmstrips | ___ lecture | ___ research |
| 5. ___ pantomime | ___ story telling | ___ discussion | ___ role playing |
| 6. ___ experimental | ___ questioning | ___ expository | ___ discovery |

CE _____

RO _____

AC _____

AE _____

TEACHING TECHNIQUES

FOR ACTIVE EXPERIMENTERS USE:

DISCOVERY METHODS

- games
- simulations
- independent study projects
- optional reading assignments
- mini-lectures
- role-playing
- problem-solving activities

FOR CONCRETE EXPERIENCERS USE:

EXPERIMENTAL METHODS

- hand-on materials
- computer assisted instruction
- programmed instruction
- lab manuals and workbooks
- mime and other dramatic experiences
- varied drill techniques for skill practice
- lectures accompanied by: drawings
models
overhead
projections
- demonstration teaching
- field trips

FOR ABSTRACT CONCEPTUALISTS USE:

EXPOSITORY METHODS

- lecture
- records and tapes
- extensive text book reading assignments
- magazines
- newspapers
- slides
- pictures, cartoons, etc.
- large group discussion

FOR REFLECTIVE OBSERVERS USE:

QUESTIONING METHODS

- movies
- filmstrips with records
- television
- small group discussions
- short reading assignments used as spring-boards for class activities
- story telling
- rap sessions

CONCRETE EXPERIENCE

REFLECTIVE OBSERVATION

ABSTRACT CONCEPTUALIZATION

ACTIVE EXPERIMENTATION

active participation in
celebration
dance or other
movement
processions
peace exchange

create setting for prayer
light
beauty focus
position
quiet time

readings
musical accompaniment

enacting of Gospel
message

make a cartoon
to tell the complete
story
(step-by-step/touch)

see the filmstrip 2X
think about it between
showings
write a prayer

read the story from the
New Testament
use prepared discussion
questions

listen to song
prepare to act out
words
listen again/mime
actions
make a TODAY appli-
cation

192
pass object around
silently. Let it
speak to you.
give a word that
describes this
thing.
summarize thoughts
in a prayer

look at a beautiful nature
picture
allow yourself to step
inside
pray silently awhile
be absorbed into the
picture

select a picture from
a magazine and write
a prayer which the
picture suggests to
you

list the ways in
which you have
used your senses
in prayer

make a banner
walk in Offertory pro-
cession
serve at the altar

discuss the Gospel
or homily at home
after Mass

have older children read
Gospel aloud to younger
children on Saturday before
Sunday Mass

bake bread
earn something to
give to the poor

Selecting Learning Experiences

1. Would you rather... ☐ TOUCH things?	☐ LOOK at things?	☐ THINK about things?	☐ DO things?
2. Would you rather... ☐ work with your HANDS?	☐ WATCH someone work?	☐ work with your MIND?	☐ work with both YOUR HANDS and YOUR MIND?
3. Do you like questions that... ☐ ask WHAT?	☐ ask WHO?	☐ ask WHY?	☐ ask HOW?
4. Do you usually... ☐ ACT QUICKLY without much thought?	☐ THINK before you act?	☐ want to know the REASON before you act?	☐ feel that you SHOULD act?
5. Do you like to learn about... ☐ the PRESENT time?	☐ LONG ago?	☐ the FUTURE?	☐ anything that is USEFUL?
6. Would you rather... ☐ have the TEACHER help you learn?	☐ use a MACHINE to learn?	☐ MEMORIZE the facts?	☐ FIND OUT for yourself?
7. Do you like to... ☐ PLAY games with lots of MOVEMENT?	☐ WATCH games?	☐ play THINKING games?	☐ play games of PRETEND?
8. Do you like to... ☐ BUILD things?	☐ THINK about what you have learned?	☐ learn new WORDS?	☐ WRITE reports?
9. Do you like to... ☐ PUT things in place?	☐ WATCH someone else?	☐ LISTEN to someone?	☐ IMAGINE what will happen?
10. Would you rather... ☐ MAKE A SET OF PICTURES to tell a story?	☐ SEE the story on a filmstrip?	☐ READ a story?	☐ ACT OUT a story?
11. Would you rather... ☐ SHOW your idea to others?	☐ LISTEN to others say their ideas?	☐ TELL your ideas to others	☐ KEEP your ideas to yourself?
12. Would you rather... ☐ PAINT a picture?	☐ WATCH a movie?	☐ READ a book?	☐ WORK on a project?

CE

RO

AC

AE

LEARNING STYLE INVENTORY *

JUNIOR-SENIOR HIGH

1. I become ABSORBED in ideas. _____	I HESITATE and am uncertain about ideas. _____	I accept ideas based on the DIFFERENCES I CAN SEE. _____	I consider ideas only if I think they are USEFUL TO ME. _____
2. I LISTEN and TAKE IN ideas. _____	I accept ALL ideas without trying to judge them. _____	I break ideas into SIMPLE PARTS to clarify meaning. _____	I accept ideas that have to do with the MATTER at HAND. _____
3. I like to TOUCH things. _____	I like to LOOK at things. _____	I like to THINK about things. _____	I like to DO things. _____
4. I am open to RECEIVE and understand. _____	I am ALIVE to my surroundings. _____	I EXAMINE and make judgments. _____	I am willing to take a RISK . _____
5. I know things by INSTINCT . _____	I ask QUESTIONS . _____	I see the way the facts or events are RELATED and CAN TELL what will happen next. _____	I am interested in the RESULTS of my work. _____
6. I am interested in REAL events and experiences. _____	I prefer to WATCH what is happening. _____	I am interested in IDEAS and solving difficult problems. _____	I participate ACTIVELY in what is happening. _____
7. I think about the PRESENT . _____	THINK BACK on things. _____	I think about the FUTURE . _____	I am interested in WHAT IS rather than what could be. _____
8. I am open to NEW EXPERIENCES . _____	I use my SENSES to be aware of my surroundings. _____	I use good JUDGMENT in problem situations. _____	I am able to do the WORK . _____
9. I want to EXPERIENCE what is happening. _____	I like to be present but NOT participate actively. _____	I like working in my MIND . _____	I test out THE FACTS to discover the unknown. _____
10. I have INTENSE , deep, strong reactions to ideas. _____	I accept ideas in a RESERVED way. I hold back. _____	I must know the REASON for the idea. _____	I feel responsible to ACT on an idea. _____

CE _____

EQ _____

AC _____

AE _____

*Adapted from Kolb, Irwin, and McIntyre, Organizational Psychology: an experimental approach. Prentice-Hall, Inc. 1971.

TITLE OF PROJECT Implementing an Integrative Study Skills Program

CONTACT PERSON Mary Munson, Reading Specialist

ADDRESS Academic Skills Center
Wilder Hall
LaCrosse, Wisconsin 54601

PHONE 608-785-8540

TYPE OF AGENCY Post Secondary

SUBJECT AREA Reading

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM The program is designed to increase in students the study skills competencies they need to become independent learners and achieve competency in all content areas.

GOALS To provide a step-by-step plan for developing transferable study skills for middle and junior high school age students. To equip/train teachers at the middle and junior high level to make conscious and deliberate the development of study skills in students as a measurable, transferable behavior. To demonstrate that the Academic Skills Center's Service orientation model may have direct applicability in developing an integrative study skills program at the middle/junior high school level. To utilize the existing University Extension system as a means for programming and disseminating this project on a statewide basis.

SPECIFIC SERVICES Specific services include: tutoring, study skills workshops in particular disciplines (history, etc.), consultant for instructional staff, direct instruction in basic skills areas (math, science, reading, and advising services). There are 2,000 students/year served on a weekly basis (when active). The population is selected by using the Special Services Guidelines. The service is provided at the Academic Skills Center. The population served are disadvantaged (economic, academic, and social/culturally), non-traditional, and walk-ins with specific academic needs.

DURATION OF PROGRAM The program was initiated in 1975 and has been expanding services yearly.

ANTICIPATED OUTCOMES/EVALUATION STATUS The anticipated project outcome is a positive change in student learning behavior. Teachers' competencies in the teaching of process will result in the product of demonstrated improvement in measurable skills as well as marked improvement in knowledge and attitude regarding integrative study skills with both instructor and student.

REPLICATION POTENTIAL The project should not be costly to replicate. It is really a restructuring of existing programs. Traditional roles of educators are redefined to include the role of a guider of students toward independent learning.

The existing University Extension Education System will provide the channel for disseminating the program within the Primary Service Area, and later for all campuses via UW-Extension.

COORDINATION EFFORTS UW-Extension is interested in developing this program in two phases: Development and dissemination throughout the Primary Service Area, and Dissemination of Program statewide through existing delivery system.

UNIQUE/SUCCESSFUL CHARACTERISTICS The project is unique and successful because it provides needed services to an identified population via an integrative, complete program which services the complete student. It is also unique because of its expansion possibilities via the University Extension Education System with the capability of service to a broad audience with an established need, i.e., the content area teacher at the middle and junior high level.

ADDITIONAL INFORMATION We feel that our particular program is unique because it may be directly transferable to the middle and junior high school setting, and because it provides a clearly defined, existing channel for disseminating the program statewide.

TITLE OF PROJECT OIC-GM*

CONTACT PERSON Carl U. Nelson, Associate Director/Manpower

ADDRESS 2835 N32
Milwaukee, Wisconsin 53210

PHONE 414-374-6300

TYPE OF AGENCY Community Based Organization

SUBJECT AREA Math, Reading, Writing

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM Vocational training program for eligible disadvantaged clients

GOALS Job placement and vocational training

SPECIFIC SERVICES Remedial and vocational training, GED preparation, counseling, placement and day care services

DURATION OF PROGRAM 14 years

ANTICIPATED OUTCOMES/EVALUATION STATUS To raise the basic functional skills of all participants to the eighth grade level.

COORDINATION EFFORTS OIC-GM has had a working and a coordinating relationship with MATC, Division of Corrections, Urban League, UW-M, UW-M Employment and Training Institute.

UNIQUE/SUCCESSFUL CHARACTERISTICS It meets the needs of clients who have tremendous remediation needs.

*Opportunities Industrialization Center - Greater Milwaukee

TITLE OF PROJECT Racine Unified School District's Standards Program

CONTACT PERSON Earl Nelson

ADDRESS 2220 Northwestern Avenue
Racine, Wisconsin 53404

PHONE 414-631-7069

TYPE OF AGENCY Elementary, Secondary, K-12 School District

SUBJECT AREA Math, Reading, Writing, Knowledge of American Government

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The Standards Program serves 85 students who have not done well in kindergarten, students in the intermediate grades, and students in the junior and senior highs who scored below the 25thtile for the national norms in reading, English, and math. Competency testing is also the responsibility of the Standards Program.

GOALS To assure that students moving through the system receive support assistance in reading, English, and math so that they have the opportunity to develop to their fullest potential.

SPECIFIC SERVICES Instruction is provided to students in reading, English, and math in small intense groups or tutorial settings. This instruction is in addition to the classroom work - not in place of it. The Standards Program operates as an extension of the classroom instruction.

DURATION OF PROGRAM 1977-78 and Summer School, 1978-79 and Summer School, 1980-81 and Summer School, 1981-82

ANTICIPATED OUTCOMES/EVALUATION STATUS The Standards Program is evaluated on an on-going basis. This evaluation is presented to the Board annually.

REPLICATION POTENTIAL The Standards Program requires money and additional staff.

COORDINATION EFFORTS The Standards Program operates in all District schools.

UNIQUE/SUCCESSFUL CHARACTERISTICS The Standards Program provides a service to students in need that is difficult or impossible to provide in the classroom setting.

THE STANDARDS PROGRAM is

- 6 Pre-first grade classes for over 100 students
- 25 Intermediate classes for over 1,000 students
- 6 Junior high school programs for over 600 students
- 3 Senior high school programs for over 300 students
- Teacher-Sponsor Programs
- Competency testing at the secondary level
- Parent Involvement Activities
- Motivational Activities for Students



Standards Program

Competency testing is a part of the Racine Unified School District's Standards Program.

The school district seeks to service the needs of low achieving students through the Standards Program. However, all senior high school students are required to take competency tests.

If you have any questions about the Standards Program or competency testing, please call 631-7068.

Earl Nelson

Earl Nelson
Director of the Standards Program

School/Community Relations Office

Racine Unified School District
2220 Northwestern Avenue
Racine, Wisconsin 53404



You want your children to learn
We want to help.
LET'S WORK TOGETHER



COMPETENCY TESTING

An explanation about
competency tests in:

English
American Government
Mathematics
Reading

for Senior High Students

COMPETENCY TESTS

THIS ACTION IS A RESULT OF THE BOARD OF EDUCATION'S NEW POLICY ON COMPETENCY TESTING APPROVED SEPTEMBER 11, 1978.

Since 1979 high school students have been required to take - and pass - competency tests in English, American government, mathematics, and reading. Students will have to pass these tests to get a diploma with endorsements of competency. The passing of competency tests is in addition to the regular current requirements for graduation.

What is a competency test? It is a test that measures whether a student has minimum skills in the four areas. Our competency tests are based upon the curriculum taught in our school district.

When will the competency tests be given? The reading test will be given first. It will be given in May or June of a student's sophomore year. English, American government, and mathematics tests will be given in January and June of a student's junior year.

What happens if a student doesn't pass? The tests are given early enough so that a student who fails will have time to take remedial classes.

What are these additional requirements for a diploma?

1. A student who passes all competency tests and meets current graduation requirements will get a diploma with four endorsements of competency.
2. A student who fails a competency test and who afterwards passes a remedial course will get a diploma with an endorsement of competency for each test passed. For each test not passed the endorsement of competency will be left blank.
3. A student who fails one or more competency tests and who also fails a remedial course will not be permitted to graduate.

Most students will pass the competency tests. Because this is a new requirement, we want everyone to know about it. You might want to discuss this new graduation requirement with your son or daughter or other high school age youth.

Please call the Standards Program at 631-7068 if you have any questions about this new requirement.

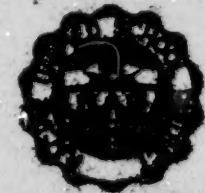
COMPETENCY TESTS ARE AN IMPORTANT PART OF THE COMPETENCY PROGRAM.

COMPETENCY PROGRAMS help students to learn basic skills they will need when they are adults.

COMPETENCY PROGRAMS

- Identify specific deficiencies.
- Use diagnostic tests to see if students have learned the required skills.
- Require students to pass tests of basic requirements necessary to secure "endorsements" on their diplomas.
- Offer remedial courses that students must take if they don't pass competency test(s).
- Help students who need a lot of help.
- Teach students what skills they must learn.
- Certify that a student has learned required basic skills.

The STANDARDS PROGRAM helps students who test at the 24 percentile or lower on standardized tests (national norms).





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School/Community Relations Office
 Racine Unified School District
 2220 Northwestern Avenue
 Racine, Wisconsin 53404

You want your children to learn.
 We want to help.
 LET'S WORK TOGETHER

THE STANDARDS PROGRAM



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- 6 Pre-Primary grade classes for 100 students
- 26 Intermediate classes for over 1000 students
- 6 Junior high school programs for over 700 students
- 3 Senior high school programs for over 250 students
- Teacher-Sponsor Programs at Case, Horlick and Park
- Competency testing at the secondary level, including diploma endorsements.
- Parent Involvement Activities
- Motivational Activities for Students
- Guidance-related classroom activities



Standards Program

In funding the Standards Program the Racine Board of Education implemented a carefully-designed instructional program.

The program provides a series of check points where students, whose achievement test scores are below the 25%tile of national norms, receive special assistance in the areas of reading, language arts, and mathematics.

Standards Program check points are after kindergarten, grade 6, grade 7, and grade 10. Added assistance in reading is available to 8th, 9th, 11th, and 12th graders.

Student, parent, and staff responses to the program have been questioning but positive.

If you have questions about this program, please call the Racine Unified School District and ask for the Standards Program.

Earl Nelson

Earl Nelson
Director of the Standards Program

THE STANDARDS PROGRAM

PRE-PRIMARY COMPONENT: The pre-primary component provides a full day of education for up to 102 students whose progress in kindergarten was unsatisfactory and who are not ready for first grade. A state grant assists in this component.

The program operates at six schools (Brown, Fratt, Jones, Lincoln, Schulte and Winslow). Up to 17 students are served at each site. Transportation is provided to the schools where the students are assigned as prescribed by Board policy. A teacher and an aide provide services to students at each site.

INTERMEDIATE COMPONENT: The intermediate component operates at all elementary schools and serves 45 students from grades 4, 5, and 6, with a priority given to students in the 6th grade, then 5th, then 4th. These students receive small group assistance in reading, English, and mathematics. Thirty of these students receive remedial assistance for up to 45 minutes a day. Fifteen additional students are seen 2 or 3 times a week on a check-up basis. Each elementary Standards Program is staffed with a teacher and an aide so that instruction can be given in small groups.

Students are considered for the Standards Program when they score below the 25%tile of national norms on the Metropolitan Achievement Tests, do poorly on the School District diagnostic feed-back tests, or are recommended by their teacher and principal.

JUNIOR HIGH COMPONENT: The junior high school component serves 7th graders in all six junior high schools (Gifford, Gilmore, Jerstad-Agerholm, McKinley, Mitchell and Starbuck) in the areas of reading, English, and mathematics. Assistance is available in reading for 8th and 9th graders.

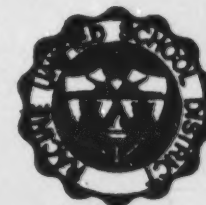
SENIOR HIGH COMPONENT: The senior high school component operates in each of the three senior high schools (Case, Horlick and Park). Three teachers assist in the program at each high school in the areas of reading, English, and mathematics.

TEACHER-SPONSOR PROGRAM: A teacher-sponsor program operates in each of the high schools. A student is assigned to a designated teacher and reports to that teacher. The student's academic progress is reviewed and discussed with the sponsor. This program is designed to provide re-inforcement for students who are experiencing problems in learning.

SUMMER SCHOOL: The Standards Program operates in designated schools during the summer. Board of Education policy states that identified students have to attend summer school or face retention at their present grade level. There is an appeal process for parents. The Appeal Board is comprised of three lay citizens.

OTHER COMPONENTS: Other components of the Standards Program include motivational activities, parental involvement, competency testing, and assistance from guidance counselors.

COMPETENCY TESTS: The class of 1981 and classes thereafter must pass competency tests in reading, English, mathematics, and American government to receive endorsements of competency on their records and on their diplomas. Failure to pass competency tests in these areas will require the student to complete a remedial course before graduation. A student failing to complete such a course will be denied graduation. Upon successfully completing the remedial course and passing the competency test, the student will receive an endorsement in the area where the test has been passed.



... When you see good things happening, spread the word.

TITLE OF PROJECT Indochinese Refugee Project

CONTACT PERSON Susan Gould Pahnturat

ADDRESS Gateway Technical Institute
 ESL Center
 601 21st Street
 Racine, Wisconsin 53403

PHONE 414-631-7400

TYPE OF AGENCY Adult Basic Education - ESL Center

SUBJECT AREA Reading, Writing, Oral Language, Coping Skills, English as a
 Second Language

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM This project provides instruction in the areas
 of ESL reading, writing, and oral skills to
upgrade the student's English for future employment or higher education.

GOALS Since the project operates on an open entry/exit basis, the goal is to
 raise the student's English competency as quickly as possible.

SPECIFIC SERVICES ESL instruction is the basic service provided to the Indo-
 chinese population in the Gateway District through scheduled
classes. Some tutoring and guidance has also been provided. The classes run
daily, 2-6 hours, at the district learning center. The students are drop-ins or
referrals and so far all who wish to enter have been served.

DURATION OF PROGRAM The Indochinese Refugee project has been in operation since
 October, 1980, and has served about 100 Vietnamese and
Laotin refugees.

ANTICIPATED OUTCOMES/EVALUATION STATUS Approximately 1/3 of the Indochinese
 Refugees in the district are being
served. 25% of our ESL students have gone on to higher education. 30% of our
ESL students have confirmed jobs after an average of 8 months ESL instruction.

REPLICATION POTENTIAL Please contact Ms. Florence Wesselius, ABE Program, Gate-
 way Technical Institute, for th's information (656-6967).

COORDINATION EFFORTS Attend meetings and given presentations for the Regional
 Planning Committee on Indochinese Issues, Brookfield.
Co-chaired the Indochinese Resettlement Assistance Association in Racine and
published a bi-lingual newsletter for sponsors, agencies and refugees in this
area. Worked with Racine Human Services, W.I.N. Office, and GTI Credit Program
Counselors.

UNIQUE/SUCCESSFUL CHARACTERISTICS This project has attempted to reach all Indo-
 chinese in the 3-county district and provide
ESL instruction through classes or home tutoring or make appropriate referrals.
The flexibility of the services in meeting the students' needs has added to its
success.

ADDITIONAL INFORMATION A short guide to teaching pronunciation has been developed, as well as charts. The concept of "Functional Goals" such as filling out a job application or paying bills has influenced the type of conversation classes offered. Short term courses have been held on such subjects as health, the telephone, and cooking.

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INTAKE SHEET FOR PROJECT

NAME

ADDRESS &
PHONE NUMBER

AGE

SOCIAL SECURITY

I-94 NUMBER

BACKGROUND OR
SKILL

EMPLOYED

DATE OF
ARRIVAL

NUMBER OF FAMILY
MEMBERS

NUMBER OF MEMBERS
EMPLOYED

TIME AVAILABLE
FOR STUDY

ENGLISH APTITUDE

PRIORITY

REMARKS

INTEREST INVENTORY FOR CURRENT STUDENTS

INDOCHINESE PROJECT - INTERVIEW FORM

1. NAME _____ 5. BIRTHDATE _____
2. ADDRESS _____ 6. NATIONALITY _____
3. PHONE _____ 7. ENGLISH LEVEL _____
4. SEX M F

8. PREVIOUS SCHOOLING/TRAINING

9. SCHOOL/TRAINING INTERESTS
SHORT-TERM LONG-TERM

10. PREVIOUS WORK EXPERIENCE

11. WORK INTERESTS
SHORT-TERM LONG-TERM

Pronunciation Curriculum Guide

This guide gives a very general overview for developing pronunciation skills. The levels are arbitrary but give the instructor some idea of the objectives.

LEVEL A

- identification of vowels and consonants
- concept of sounds (phoneme) vs letters (grapheme)
- concept of voiced vs unvoiced consonants
- work on specific sounds: p, b, t, d, k, g, m, n, ng
- plurals - s/z

LEVEL B

- long vs short vowel sounds
- obvious vowel contrasts: i/ē, o/ū, ā/ǣ
- work on specific sounds: f, v, s, z, sh, ʒ, h, th, r, l, w, y
- past tense endings: -t, -d, -ed
- open and closed syllables
- intonation: statement, question, command

LEVEL C

- review of voiced vs unvoiced consonants
- review of vowel sounds
- subtle vowel contrasts: ě/ǣ, ě/ī, ō/ū
- consonant blends: sl, sw, sp, bl, br, cl, cr, etc.
- introduce diphthongs: ow, oy
- introduce R-controlled vowel sounds: er, ir, ur, ar
- consonant contrasts - problem sounds
- syllabication and word stress

LEVEL D

- review of previous exercises
- word stress (as it affects different parts of speech, i.e. *récord*, *record*)
- sentence stress and meaning (inferences)
- intonation and meaning (inferences)

VISUAL AIDS

These charts are most effective if done in poster size and kept posted permanently for easy referral. They have been adapted from various sources.

	Word	Sound
ea	head	/e/
i	hid	/i/
ay	hayed	/e/
ee	head	/e/
a	had	/a/
ui	Hudd	/u/
oo	hod	/o/
i	hide	/i/
oo	hood	/u/
oo	who'd	/u/
ar	hard	/a/
er	heard	/e/
aw	hawed	/a/
oo	hood	/u/
ow	(how)	/u/
oy	(ahoy)	/e/
iu	hued	/u/

Vowel Sounds in English

high

low (positions in mouth)

e	green
i	it
a	face
e	yes
a	that
u	bus
o	hot
i	rice
o	nose
u	blue

<u>Consonant Sounds in English</u>									
pat	bat								
pale	bale								man
pack	back	sewn	zone	sheep					made
cop	cob	sink	zinc	short	hot				mill
rope	robe	sip	zip	ship	happy				not
		ice	eyes	wish	here	long			rim
		loose	lose	wash	hat	lock			came
tab	dab	pace	pays		hand	late			gone
tent	dent			illusion		last			son
hut	hud			pleasure		roll			gun
bet	bed			measure		hill			ran
						bell			
Unvoiced	p	t	k	f	th	s	sh	ch	h
Voiced	b	d	g	v	th	z	z	j	* w r l m n ng y
coat	goat	think					cheap	jeep	song
cot	got	thumb					choke	joke	sang
came	game	Thurs.					chin	gin	thing
pick	pid		the				etch	edge	ring
back	bag		this				rich	ridge	hung
			that						yam
									yes
									yet
									yolk
									yawn
fan	van	ether	either				wait		
fee	V	thigh	thy				were		
fine	vine	breath	breathe				was		
safe	save						want		
half	have						went		

Pronunciation Drill Guide

Example: teaching a contrast drill for the consonant sounds L and R.

1. Put words or minimal pair on board- 1 2
lock rock
2. Students listen - "lock, lock, lock; rock, rock, rock; lock, rock"
3. Students identify same or different - "lock - lock" = same "rock lock = different.
4. Students identify one or two - "lock, lock" = 1 "rock, rock" = 2
5. Students repeat - lock, lock; rock, rock; lock, rock; rock, lock; lock; rock.
6. Students pronounce words as teacher points.
7. Students individually pronounce words.
8. Students read sentences or phrases that include words with the problem sounds.

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DLI Pronunciation Tapes, Tape 0001-0007.

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Connel, Pauline and Helen Grush, Big Deal: 16 linguistic card games. Educators Publishing Services, Inc., Cambridge, Mass., 1973.

*Malin, Barbara, Phonemic-graphemic Correspondence in the English Language—
List of examples. (available through Gateway Adult Basic Education program)
Nelson, Don L. F. and Alleen Pace, Pronunciation Contrasts in English. Regents
Publishing Company, Inc., New York, 1973.

*For Advanced Students

TITLE OF PROJECT Geometry Computer Literacy Unit

CONTACT PERSON Robert Patton

ADDRESS Homestead High School
Mequon, Wisconsin 53092

PHONE 414-242-2400

TYPE OF AGENCY Secondary

SUBJECT AREA Math

LOCATION Suburban

DESCRIPTION OF PROJECT/PROGRAM Each student in geometry is provided with two weeks of "hands on" computer literacy.

GOALS Provide computer literacy for all students. Give each student "hands on" computer experience. Provide a historical perspective of computer hardware.

SPECIFIC SERVICES Each student in geometry is given two weeks of instruction in communicating with the computer and computer literacy. Approximately 90% of the students enroll in geometry at some time during their four years in this school.

DURATION OF PROGRAM Two years

ANTICIPATED OUTCOMES/EVALUATION STATUS At least 90% of the student body will have had a computer literacy experience. Many of these students enroll in the computer programming courses offered.

REPLICATION POTENTIAL It is being duplicated in a number of Wisconsin high schools. Computer hardware is necessary at a cost of from \$5,000 to \$25,000. Staff inservice and curriculum development-\$1,000.

COORDINATION EFFORTS Many area schools have visited our school to see the program in action. Curriculum materials provided to interested teachers at the Wisconsin Mathematics Council spring meeting.

UNIQUE/SUCCESSFUL CHARACTERISTICS First program of this type in Wisconsin. It involves all geometry students in the school. Staff involvement in development and implementation.

Homestead's Geometry Computer Literacy Unit

One goal of Homestead's Mathematics Department is: To have each student gain computer programming experience during his high school attendance.

To implement this goal beginning in the 1980-81 school year each student in Geometry receives a two week computer Literacy Unit. It is felt that this can be done without detracting significantly from the Geometry curriculum and will reach approximately 90% of our students.

Title IV funds provided six microcomputers last year to add to the 2 we had. District funds and Commodore's buy-two-get-one-free program provided 3 additional micros.

Geometry students are assigned in pairs to the machine providing for continuous interaction between student and micro as instruction proceeds. Each student completed, as a final project, a program in which the name of a figure whose area is desired is input and it correctly outputs the area and asks if program is to be run again.

Two Week Geometry Literacy Unit Outline

A. Communicating with a computer

1. History of computing devices and computers
2. Binary, on and off, the 0's and 1's of the machine
3. BASIC the communication median

B. Machine Operation and Control Commands

Computer Arithmetic

1. order of operations
2. hierarchy of operations
3. variable names

D. BASIC commands

1. First program - area of a rectangle
2. PRINT
3. Numeric INPUT
 - a. Combine PRINT and INPUT to prompt users
4. Second program - Program equations involving four or five variables
INPUT then PRINT result $(x+y)/(Z+W)$
5. String INPUT
6. IF-THEN
 - a. Counting
 - b. Test for string input

E. Area Programs - Write a program to find the area of:

- | | |
|------------------------------|-------------------------|
| 1. Rectangle | 6. Trapezoid |
| 2. Square | 7. Equilateral Triangle |
| 3. Rhombus (using diagonals) | 8. Regular Polygon |
| 4. Parallelogram | 9. Circle |
| 5. Triangle | |

F. Final Project - A program to INPUT type of figure, select proper steps to calculate area, output area and ask if program is to be run again.

Homework problem sheets are assigned to provide practice in operations, variables, and use of commands. A test for evaluation is given the last day.

TITLE OF PROJECT An Acceleration Center

CONTACT PERSON Sister Mary Pierre Hebert

ADDRESS McDonell Central High School
 1316 Bel Aire Boulevard
 Chippewa Falls, Wisconsin 54729

PHONE 715-723-9126

TYPE OF AGENCY Secondary

SUBJECT AREA Reading

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM A progressive Basic Skills Program with emphasis on reading functions in an Acceleration Center at McDonell Central High School. The program is geared to fulfill every students right to read providing four distinctive courses which motivate students on diverse levels to accelerate.

GOALS To strive for excellence; to experience success in specific areas, namely; skill building, vocabulary development, in-depth reading and competency life skills.

SPECIFIC SERVICES Individualized instruction for students with multiple needs and interests, ranging from the non-reader to the gifted. Reading instruction is provided for foreign students; recreational reading and skill building for adult community members.

DURATION OF PROGRAM The program has been in operation for six years. Continued growth and development is anticipated.

ANTICIPATED OUTCOMES/EVALUATION STATUS That all participants will master those skills which will enable them to become better readers and that more comprehensive reading will direct the student to react constructively in a competitive world. Evaluation is an on-going process. Presently, all students are accelerating.

REPLICATION POTENTIAL Phases of the program are under observation for incorporation in other systems.

COORDINATION EFFORTS The program functions through the united efforts of school staff, students, parents and community members.

UNIQUE/SUCCESSFUL CHARACTERISTICS The students become self-motivated, develop self-assurance, recognize potentials and establish personal goals commensurate with ability to achieve. Students consistently accelerate to more challenging levels and in the process, recognize the value of application and experience success.

ADDITIONAL INFORMATION

Courses in the Acceleration Center may be briefly described as follows: Acceleration in the Language Arts enables students to re-inforce basic skills in the language arts. Students are exposed to skill building practices primarily in reading and vocabulary development; In-depth Reading Strategies stimulate the student to more intelligently interpret the author's message. This involves the reading of Great Books; Competency Life Skills expose the student to a specific range of information needed to cope in a competitive world; Speedway Reading specifically focuses on comprehension and speed.

AN ACCELERATION CENTER AT MCDONELL HIGH SCHOOL

Sister Mary Pierre Hebert
McDonell High School
Chippewa Falls, Wisconsin
July 18, 1981

AN ACCELERATION CENTER AT MCDONELL HIGH SCHOOL

The transition from elementary to higher educational levels is one giant step in the life of a secondary school student. It is a glowing time when doors swing open to freshmen with high expectations. We, their teachers, are very much aware that remediation in skill building and vocabulary development must inevitably reappear on their new horizons. With this concept in mind we reflectively ask: Why shatter the dreams of the aspiring by a forced re-entry into the usual learning to read routines? Why stymie their craving for something more daring in a brand-new environment?

These questions stimulated us to greater creativity in setting up a program that materialized in a Reading Acceleration Center. The choice of a name for the Center was based on the premises that every individual has the right to read and that virtually every student can learn to read more efficiently. Our emphasis is on better reading rather than on remedial, inspired by an awareness of the sensitivity of youth.

Any student from the freshmen through the senior year may register for the reading course of his or her choice. The majority of students experience an immediate need for skill building and vocabulary development. Highly gifted students are particularly interested in college preparatory work including advanced vocabulary, in-depth reading strategies, speed reading, etc. Non-readers build skills through the use of an Adult Reading Sequential Program and lab work.

All students are programmed to replace less desirable reading characteristics with better ones, and of greater significance, to develop a positive self-image, good study habits, values, judgments, logical thinking, and literary appreciation.

In view of the varied stages of reading achievement, classes are individualized with the exception of the Junior Great Books Reading and Discussion Program. Periodically, there are general lab periods in which students are encouraged to use materials and equipment creatively and constructively. They may experiment, demonstrate, dramatize, or illustrate meaning and usage. Rewards are issued in the form of free periods in which students participate in reading activities of their choice or engage in listening experiences.

Courses in the Acceleration Center may be briefly described as follows:

1. Acceleration in the Language Arts enables students to re-inforce basic skills in the language arts. Students are exposed to skill building practices primarily in reading and vocabulary development. Multiple skill texts and film media are available for student use.
2. In-depth Reading Strategies stimulate the student to more intelligently interpret the author's message. Exercises include pleasurable and interpretative reading, discerning values and christian principles, exploring the motives of personalities, the struggles and crises that one must face in order to learn what it means to be human.
3. Competency Life Skills expose the student to a specific range of information needed to cope in a competitive world. Activities include reading and completing applications, checking accounts, communicating with others, supporting oneself, money management, and other projects.

4. Speedway Reading specifically focuses on comprehension. Students are expected to have a good understanding of materials read at a normal pace. It also helps the student to read faster and to read more to help him or her succeed professionally. It enables the student to better keep in step with what is happening in a rapidly changing environment and to be prepared to talk intelligently about it. It serves to broaden the scope of information needed to develop a better home and community relationship.

Courses are designed to cover a broad range of reading levels and abilities. A series of orientation periods introduces all students to the general phases of the reading programs, the use of equipment, resource materials and labs, expectations and procedures.

A testing program serves as a guide in determining reading levels. Results are discussed with students, enabling them to select materials commensurate with their needs.

Since reading is a highly individualized matter, each student competes primarily with self, not with others. Students are not required to complete all exercises in a skill book, but are consistently accelerated to more challenging work and high levels of performance when mastery is assured.

Materials are selected discriminately and qualitatively geared to the needs and interests of individuals and groups.

An assortment of skill texts include:

- Reading for Meaning
- Essential Skills
- Be a Better Reader
- Specific Skill Series
- Reader's Digest Skill Builders and a number of additional high interest books
- EDL Competency Skills and

SRA Labs are also used by the students to become more adept in the basics.

Students learn to skim, scan, comprehend, and read faster through

Speedway Reading and
Timed Reading Labs

The Berg-en-Evans Advanced Vocabulary and Wordcraft Kits are definitely a challenge to any student.

Actually, a prolonged description of the peripheries of reading dynamics without sensing the action from within is quite futile. A reading program must be created and sustained through the pulsations of the heart and mind, the spirit, senses, and emotions of all participants.

Speaking from the heart, students need to feel that persons who teach them are persons who care, who feel their need to be somebody, who listen with concern, and who desire that they grow from within themselves. Our course of action from the very beginning is to establish a relationship between teacher and students that gives life to the reading program.

Caring has a counterpart in motivation, in stimulating students, in establishing goals.

Excellence is our aim, attainable for every student in diverse areas.

Students are required to write accurately, spell legibly, avoid slipshod work, use time profitably, respond promptly--all disciplines leading to greater achievements, to excellence.

Students are motivated to broaden their reading scope by getting involved, by recognizing values, by relating to people or events, real or fictitious. They are encouraged to agree or disagree with the thinking of Hemingway, Solzhenitsyn or Angelou. They are challenged to match wits with Sherlock Holmes or Shakespeare. They are taught to evaluate, to judge, to understand

that there are better answers than theirs and to correct errors.

A creative teacher inspires creativity in students. It can be something as simple as transforming Illustrated Classics into Lit Kits. Even the least among readers can interpret illustrations and come to the conclusion that reading classics is not the anathema they anticipated.

Perhaps our reading courses will not produce Einsteins, but we'll settle for first rate American citizens.

. . . and the rewarding finale--all our students in the reading program have accelerated.

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TITLE OF PROJECT Drill and Practice via Computer Assisted Instruction

CONTACT PERSON Norman Rose

ADDRESS Milwaukee Public Schools
P.O. Drawer 10K
Milwaukee, Wisconsin 53201

PHONE 414-475-8009

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Reading, Math, and Language Arts

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM Drill and practice in basic skill areas of reading, math, and language are provided to underachieving students, grades 4-12.

GOALS Improve achievement in reading and/or math.

SPECIFIC SERVICES The program provides daily 20-minute drill and practice sessions for 3,400 students. Selected students are achieving below the 39th percentile. Services are provided in 36 public and non-public schools.

DURATION OF PROGRAM The program has been operational since November, 1978.

ANTICIPATED OUTCOMES/EVALUATION STATUS At the conclusion of the school year, students will demonstrate NCR gains as measured by standardized tests. Project is evaluated on a yearly basis.

REPLICATION POTENTIAL Proprietary project. Cost dependent upon number of sites and number of pupils served. Low per pupil cost compared to other supplemental projects.

COORDINATION EFFORTS Services provided to non-public schools via telephone connections.

UNIQUE/SUCCESSFUL CHARACTERISTICS Largest single CAI Project in Wisconsin, serving approximately 3,400 pupils, from ages 10-18+.

ADDITIONAL INFORMATION Program has great flexibility relative to grade level or achievement levels of participants from elementary through high school grades. Program includes the following features: highly personalized, highly individualized, students move at own pace, difficulty of material incremented at student rate of growth, high degree of student interaction with material, immediate feed back to student, automatic record keeping, no added teacher burden, extremely cost efficient.

TITLE OF PROJECT Exemplary Center for Reading Instruction

CONTACT PERSON William C. Sherer, Administrator

ADDRESS North Lakeland Elementary School
Box 120
Vilas County Highways K and P
Manitowish Waters, Wisconsin 54545

PHONE 715-543-8417 or 2303

TYPE OF AGENCY Elementary

SUBJECT AREA Math, Reading, Writing, Oral Language

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM A program for teachers of all ability-level students in reading and language skills instruction with expectations of 95-100 percent mastery.

GOALS This is a mastery goal program. No girl or boy is permitted to advance to the next level until they have learned to master, at their level, to read, spell and write to an optimal level.

SPECIFIC SERVICES Teachers involved with the program have had three 1 week inservices. Community helpers and teacher aids receive on-going instruction from the E.C.R.I. teachers. Five community members were invited by the newspaper or through direct contact to be a part of this instructional staff after school inservices. Kindergarten through Grade 4 are a part of the E.C.R.I. program.

DURATION OF PROGRAM The E.C.R.I. program has been in operation for two and one third years.

ANTICIPATED OUTCOMES/EVALUATION STATUS That all girls and boys will be able to read, write and spell to their proficiency level. Presently, after two and one-third years, the students have retained 95 percent of what they have been taught.

REPLICATION POTENTIAL Northlakeland Elementary School is a replica school and an E.C.R.I. center. Assistance has been provided to 20 schools to date in some capacity--from Illinois, Minnesota, Michigan and Wisconsin in this project.

COORDINATION EFFORTS There have been two evening demonstrations for the public. These were presented by the teachers and other staff members. They have been highly successful.

UNIQUE/SUCCESSFUL CHARACTERISTICS Hard work on the part of the teachers and students. Students aren't criticized for failure to perform an activity which they do not do well. Student achieves at his or her own level.

ADDITIONAL INFORMATION As a school administrator and representative of our school board, we are very impressed with the greatly improved writing and spelling skills that our children now possess.

Exemplary
Center
FOR
Reading
Instruction

NORTH LAKELAND ELEMENTARY SCHOOL
Replica Site for E.C.R.I.

Administrator:	William C. Sherr
Principal:	Richard Severson
Kindergarten:	Annette Tellefsen
First Grade	Cleo Roberts
Second Grade	Ann Rupnow
Third Grade	Carol Holtman
Fourth Grade/Reading	Marcia LaPorte
Art/Math	Patricia Cowles
Foreign Language	Debbie Patterson
Home Economics	Betty Roe
Industrial Arts	Ray Ondracek
Integrated Studies	Beth Gascoigne
Language Arts	John Dittmann
Music (Vocal & Instru)	Scott Peterson
Math/PE/Health	David Dietrich
Science	Renn Karl
Social Studies	Leon Anderson
Speech Therapist	Barbara Karl
Special Learning	Terri Smith
Social Living/PE/Health	Lynn Szot
Title I Coord.	Joan Byram

TEACHER ASSISTANTS:

Dorothy Bendrick
Pat Galbrecht/LMC
Jan Pick
Lynn Vinall/IMC
Nancy Wallesverd
Ann Wokral
Joan Wolter

WHAT IS ECRI

Through inservice training, ECRI teachers have learned how to use their classroom time more effectively to help students master language skills.

Each student is taught on his or her own reading level. Spelling and creative writing are taught using the reading vocabulary words. Positive reinforcement techniques are used to build self-concepts.

Teachers have high expectations of pupils. A pupil moves ahead in reading as he shows he can read and spell new words with 100% mastery. Each pupil's progress is independent of the progress of other pupils in practicing of new skills and working in new materials. Students are taught to be independent workers. At the end of each school year, we evaluate progress using a variety of instructions

GOALS:

1. Larger vocabularies
2. Improved communication
3. More independent workers
4. Improved penmanship
5. Improved self-concepts

For the past three years, children in grades 1-4 have been involved in the ECRI program. Some of the teachers in grades 5 and 6, Title I, and special education have also participated in the in-service training and have used some of the techniques.

ECRI stands for the Exemplary Center for Reading Instruction which has developed teaching techniques to improve reading instruction. In schools that have been using ECRI, students are not only reading well at their grade level, but many are reading two to five years above their grade level.

ECRI divides language arts time into three sections. During the first block of time, SKILLS time, the teacher works with one group of students while other groups read and write stories. During the second block of time, PRACTICE TIME, each student studies words, reads, and takes Mastery Tests, has conferences with the teacher and takes part in group discussions. In the third block of time, BACK-UP SKILLS, the student practices penmanship, spells words and writes from dictation.

EXEMPLARY CENTER FOR READING INSTRUCTION
Individualized Reading Classroom Schedule - Ethna R. Reid

Minutes			Activities		
			Group 1	Group 2	Group 3
			Skills	Write a Story	Read a Story
25"	30"	35"	(Teach skills to introduce new vocabulary through phonics, word structure, sight, or context methods. Teach comprehension skills and study skills. Set purpose for reading. Outline activities for independent time.)	(Stimulate creative writing. Relate to "Read a Story," to some other purpose, or leave pupils on their own.)	(Can be free choice, content reading, or a supplementary reading program. This will be followed by comprehension discussion.)
25"	30"	35"	Write a Story.	Skills	Write a Story.
25"	30"	35"	Read a Story.	Read a Story.	Skills
224			Practice time of skills learned above. Individualized-across all reading levels: Oral reading in basic reading program and individual instant error correction as teacher listens to individual pupils read. Individual comprehension check. Flash card practices (new vocabulary words). Story discussion. Concept development. Oral language drill. Supplementary activities.		
50"	60"	70"	Teacher checks individual mastery tests: 100% accuracy of word list with minimum rate of 1 word/second. 100% accuracy in spelling. End of chapter or unit tests (content reading) better than 95% accuracy. Teacher works each day with individuals (one-fifth of the class) for 1/3 of the time, works with small groups in comprehension discussion 1/3 of the time and checks mastery tests 1/3 of the time.		
25"	30"	35"	Back-up skill instruction: dictation, penmanship, and (possibly) group spelling tests.		

Skills are taught to highest reading level in group with review for all. Group comprehension discussion, formal dictation, group spelling tests are directed to lowest reading level in group.

BEST COPY AVAILABLE

TITLE OF PROJECT Program Monitoring/Curriculum Plan

CONTACT PERSON T. J. Sheridan

ADDRESS Eau Claire School District
 1222 Mappa Street
 Eau Claire, Wisconsin 54701

PHONE 715-834-8104

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Math, Reading, Writing, All curriculum areas

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM This program is a broad based approach to planning, implementing, and evaluating curriculum. It encompasses all curriculum areas on a K-12 basis. Each curricular area cycles through the tasks included under each area of curriculum management. The program focus is on program accountability designed to assure accomplishment of the objectives outlined below.

GOALS The objectives of the project are: 1) to define what we will provide instruction, 2) to assure a 'match' of that with school classroom instruction, 3) to assure the results, 4) to provide remedial assistance to students and/or staff development, assist to staff needs and, 5) to report fully and accurately on the results.

SPECIFIC SERVICES The services permeate the full realm of the operation.

DURATION OF PROGRAM Have been in the process of developing/implementing for six years. All is not completed yet.

ANTICIPATED OUTCOMES/EVALUATION STATUS Bottom line is accountability for intended outcome.

REPLICATION POTENTIAL Any school district should be able to do it as part of their operation.

UNIQUE/SUCCESSFUL CHARACTERISTICS It may be unique today because its focus is common sense curriculum management.

ADDITIONAL INFORMATION This is basically a review, evaluation, change cycle. See materials that follow the program description.

LONG RANGE CURRICULUM PLAN

Seven-Year Cycle

<u>Year</u>	<u>First Semester</u>	<u>Second Semester</u>
	<u>On-Site Evaluation</u>	<u>Self-Assessment</u>
1980-81	Reading/Vocational (Self-Assessment) Finalize Planning Model	Reading/Vocational
1981-82	Reading/Vocational	English/Social Studies/ Foreign Language
1982-83	English/Social Studies/ Foreign Language	Math/Science
1983-84	Math/Science	Art/Music/Physical Education
1984-85	Art/Music/Physical Education	Special Education/Driver Education
1985-86	Special Education/Driver Education	Counseling Services/ Media Services/Student Activities
1986-87	Counseling Services/Media Services/Student Activities	

LONG RANGE CURRICULUM PLAN

TASKS

A. Planning

1. Review existing curriculum guides, materials, and methodology and communicate with staff on a K-12 basis.
2. Refine scope and sequence and/or skill continuum.
3. Identify change needs and arrange in priority order.
4. Develop plans and time order sequence for making changes.
5. Study and adopt new materials. (Per adoption schedule)

B. Implementing

1. Identify and carry out in-service. (As needed)
2. Review and evaluate implementing efforts and procedures.
3. Review and adjust long range plan.

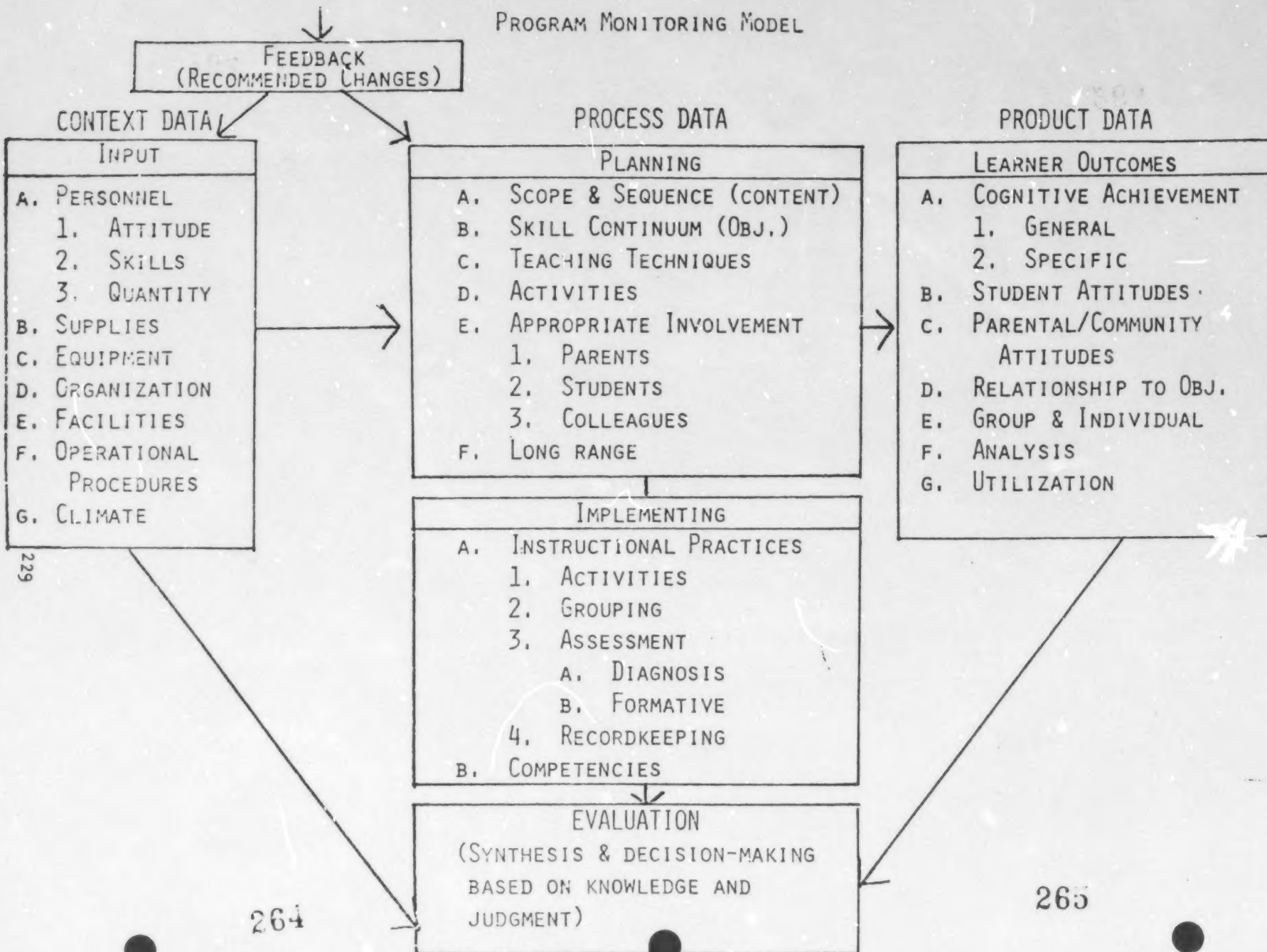
C. Evaluation

1. Self-evaluation
 - a. Input
 - b. Process
 - c. Product
2. On-site validation
3. Follow-up

LONG RANGE PLANNING MATRIX

ACTIVITIES	I		II		I		II		I		II		I		II		I		II		I		II	
	80-81	80-81	81-82	81-82	82-83	82-83	83-84	83-84	84-85	84-85	85-86	85-86	85-86	86-87	86-87	87-88	87-88	87-88	87-88	87-88	87-88	87-88	87-88	
1-4			Math Sci.	Math Sci.	Art Music P.E.	Art Music P.E.	Sp. Ed. Dr. Ed. Admin.	Sp. Ed. Dr. Ed. Admin.	Coun. Media St. Act.	Coun. Media St. Act.	Voc. Read	Voc. Read		Eng. Soc. St. For. Lan	Eng. Soc. St. For. Lan.									
2-3	Voc. Read		Eng Soc. St. Foreign Lang.		Math Sci.		Art Music P.E.		Sp. Ed. Dr. Ed. Admin.		Coun. Media St. Act.			Voc. Read.										
C-1		Voc. Read		Eng. Soc. St. Foreign Lang.		Math Sci.		Art Music P.E.		Sp. Ed. Dr. Ed. Admin.		Coun. Media St. Act.												
C-2			Voc. Read.		Eng. Soc. St. Foreign Lang.		Math Sci.		Art Music P.E.		Sp. Ed. Dr. Ed. Admin.		Coun. Media St. Act.											
C-3				Voc. Read.		Eng. Soc. St. Foreign Lang.		Math Sci.		Art Music P.E.		Sp. Ed. Dr. Ed. Admin.		Coun. Media St. Act.										

PROGRAM MONITORING MODEL



PROGRAM MONITORING

What Is Program Monitoring?

Program monitoring is defined here as "the process of obtaining, analyzing and presenting information useful for making educational decisions". Most current authors, including Stufflebeam, whom I draw from in developing the definition, would refer to the above definition as program evaluation. I prefer the term program monitoring for the following reasons:

- (1) A monitor is someone who observes, reminds, warns or cautions, and the process of monitoring involves data collection for those purposes, whereas evaluation involves determining the worth of something.
- (2) This definition allows many parties including pupils, parents, teachers, resource personnel and others to be monitors; however, all are not automatically evaluators.
- (3) Evaluation can be viewed as the exercising of professional judgment about a program's worth on the basis of the information provided by the monitoring or management system and professional knowledge. Monitoring (information gathering) is thus separated from evaluation (decision making).

Program monitoring is an integral part of all programs that is very often neglected. It is a process that is widely misunderstood and rarely applied to its full potential. Program monitoring provides the information necessary to manage a program and ultimately determine its worth. Monitoring provides information to answer the questions that are relevant to all programs: Was the program properly planned? Was the program implemented as planned? Did the program make a difference or not?

Program evaluation will occur regardless of the quality or adequacy of the program information that is available. People will make judgments about the operation and impact of a program and decisions will be made affecting that program. If useful information is not available, these judgments will be arbitrary and at best only guesstimates. Therefore, it seems imperative that a continuous and well structured program monitoring system be developed and implemented for each program area. Both program monitoring and evaluation are continuing and ongoing processes. They occur at the start, during, and after a program has been run. Neither should not be viewed as a burdensome task which is tacked onto a program during its developmental stages and ignored until the end of the program period. Program monitoring produces information critical to all phases of educational management ranging from assessment of needs through program planning and implementation to the adjustment of objectives before renewing or repeating a program. Whenever the information is used to make judgments regarding a phase of the program's operation or its worth, we enter the evaluation mode. Thus, evaluation could range from deciding to use a different worksheet to different grouping patterns to program discontinuance.

What Purposes Does Program Monitoring Serve?

Program monitoring can serve different purposes as well as different audiences. Three major ones are discussed here, but I am sure that you may perceive additional purposes as you apply evaluation in your own work setting.

- 1) Communicating with the public
- 2) Improving an existing program
- 3) Providing the information necessary for program management, control, and decision making

1. Communicating with the public

Schools play to a number of audiences each of which make evaluative judgments. These judgments are usually based on limited or partial information - newspaper and television reports, student reactions, neighborhood gossip, etc. The information may be invalid, but nevertheless, judgments are made on whatever information is available. These public judgments affect the extent of financial support for schools, the degree of freedom of instruction, and the self-esteem of educators. Opportunities for kids may be positively or negatively influenced. It is, therefore, beneficial to educators, to the schools, and to their programs to supply the public with comprehensive information, the best that can be provided.

2. Improving an existing program

An effective program monitoring system will help an ongoing program operate to its potential by providing vital feedback to program staff about what is actually happening. The evaluation data is used to find out precisely where a change would make the program better.

There are two types of information that are frequently needed in an improvement context to answer relevant evaluation questions posed by program staff. One type is concerned with the extent to which a program has been implemented according to plan. Typical evaluation questions requiring this type of data are:

- Were staff available at the designated hours?
- Were the participants in the program the ones for whom it was intended?

Information of this type is also useful at the end of a program period to determine whether any unanticipated results can be attributed to a program not being implemented as originally planned.

A second type of information frequently associated with an improvement context is concerned with the extent to which a program is actually making progress towards accomplishing its objectives. Progress information is used to ascertain whether the desired outcomes of a program as a total unit are being achieved and whether individual components of the program are functioning properly and producing the desired effects. Typical questions requiring progress information are:

- By the end of the second unit, can students read the words "dog" and "cat"?
- Is sufficient time being allowed for the discussion of fractions and multiplication?

Information of this type is used in an improvement context to allow for mid-course corrections and the early identification of problems.

Educational programs will evolve and change over time as students and their needs change. Information about the effect of different program activities on students may enable staff to make needed modifications as the program proceeds. In a school, people at different levels have access to different resources and may take different actions to improve ongoing programs. The teacher may adjust instructional methods; the principal may assign new personnel or resource materials; the Board of Education or Superintendent may grant additional funds. Each makes unique contributions and, therefore, has unique needs for evaluation information.

Providing the information necessary for program management, control, and decision making

Program monitoring produces the information necessary for both program management and program decision making.

Data collected during the development or implementation of a program provides the program manager with an assessment of what is actually taking place. The determination of needs, the setting of goals and objectives, and the planning of program activities function to manage and control a program before it is launched into operation, but the feedback of data during a program is necessary if control is going to be maintained at the point of implementation. Data on implementation processes will assist in determining if activities are being carried out as planned, and information on learner progress will allow the decision maker to determine whether or not the program is moving toward the attainment of specified objectives. Without such information, a program is out-of-control during its operation.

The use of program monitoring data for the purpose of decision making is probably its most widely recognized application. Decision-makers, of course, are to be found at various levels within the school. The teacher is a decision-maker within the classroom, the principal within the school, and the superintendent and Board of Education within the district. Information is needed at each of these levels.

Educators often approach educational planning with nothing more than an intuitive sense of needs and sometimes proceed without validating these needs in the local setting. Likewise, many educators have programs, objectives, and plans in mind but no idea of whether or not they are appropriate to meet the needs which have been identified. To increase program effectiveness, educators need to ascertain what needs exist and determine what programs will best meet those needs.

Planning for program monitoring is an integral part of planning the program itself. Such preparation can serve to assure a continuing focus on the most important objectives and steady progress towards their achievement. Decisions to modify, expand, or discontinue a program are made throughout the stages of its development. If useful information is not available, arbitrary decisions will be made. With appropriate information, the quality of decisions and acceptance of changes by those involved will be improved. Systematic monitoring provides a sound basis for the decisions that are reached.

What Types of Data Are Gathered?

Throughout this very brief discussion, I have attempted to demonstrate that data gathered for evaluation is versatile and can be employed for several uses depending on the context within which it is applied. It may be helpful to think of the monitoring process as providing three basic kinds of information: Product Data, Process Data, and Context Data.

Product Data (Learner Changes): This data focuses on the outcomes, results, or products of program activity. The purpose of collecting such information is to measure and assess status and accomplishments at the start, during, and at the end of a program. Product data should be related to established program goals and objectives.

Process Data (Activities): This data focuses on the activities and procedures applied to the achievement of the desired outcomes. The purpose of collecting such information is to provide measurements and assessments which will help determine the effectiveness of the various things done in the operation of a program. Process data make it possible to monitor an activity or program to identify and/or predict procedural difficulties before they loom large. This would include review of objectives, information on plans, observing activities, etc.

Context Data (Environment): Data of this kind would describe the environment in which the program activities are taking place. This might include facilities, supplies, rules and policies, class organization, teacher skills, attitude and support of staff toward a program, etc. Context data is useful in making judgments on the feasibility of program objectives, and can also serve to identify external variables that may keep the program from meeting its performance objectives.

Footnote: This paper drew heavily on "The Evaluation Improvement Program" developed as a part of the California Evaluation Improvement Project.

PROGRAM MONITORING

I. Process Data (Activities)

A. Planning

1. Has a scope and sequence or general outline of the program been written? Is it available in each school? Understood by staff?
2. Were appropriate materials adopted for this curricular area? Can it be adjusted to meet the needs of all students?
3. Does a well developed skill continuum exist which identifies expected learner outcomes in sequential order and in measurable form?
4. Are specific responsibilities for what a teacher is to provide instruction in clearly delineated?
5. Does a long range plan exist which identifies and projects the activities and perceived needs of this program for the next 3-5 years?

B. Implementing

1. Are teachers using the material appropriately and effectively?
2. Are students responding to the program from your own observations?
3. What evidence exists that classroom instruction adheres to responsibilities assigned by the scope and sequence and/or skill continuum?
4. Are instructional activities geared to accomplishment of objectives?
5. Are grouping practices appropriate? Fluid? Based on program and learner needs?
6. Is proper diagnosis provided for grouping instruction?
7. Are selected "learning styles" appropriate?
8. Are appropriate instructional recordkeeping techniques employed to denote individual progress where appropriate?

II. Product Data (Learner Outcomes)

A. Testing

1. Is post-learning evaluation based on objectives?
2. What kind of results are we receiving on daily performance in classrooms?
3. Are students performing well in this area on norm referenced tests? (Stanford)
4. Are both objective and norm-referenced measures used?
5. Is evaluation provided for both group and individual progress?

B. Test Analysis and Utilization

1. Are instructional practices and/or materials altered based on assessment results?
2. Does evaluation give appropriate direction to staff development needs?
3. Is test data analyzed in a meaningful basis available in every school?
4. How is test data used by staff for planning, reporting?

III. Context Data

- A. What is the teachers' concept of the curricular materials or program?
- B. Are teachers knowledgeable about the materials or program?
- C. Do teachers have skills necessary to carry out the program?
- D. Are materials appropriate and available?
- E. Has effective inservice been given on the program?

Recommendations for Improvement

What kind of changes are necessary to improve this program?

Teacher _____

Date _____

Grade _____

Principal _____

School _____

PROGRAM MONITORING

Writing Composition

I. Context Data

- A. How appropriately do district curricular materials meet the needs of all students to improve their writing skills?

	Textbook	Supplementary Materials	Writing Composition Guide
Low			
Average			
High			

- B. What additional supplementary materials/methods, or activities does this teacher use to develop more effective writing?

II. Process Data

A. Planning

1. What long range plan for writing exists that includes a variety of writing assignments? (See categories listed in Writing Composition Guide.)

2. Is writing required outside of the regular English class? _____
If yes, how is this monitored?

3. Does a plan exist which identifies the needs of: High Ability students?

Low ability students?

B. Implementing

1. How is proper diagnosis provided for grouping/instruction? (Applies to those classes which are grouping.)

2. Are writing assignments appropriately selected and/or adjusted to meet the interests and abilities of these students? _____

Explain _____

3. What manipulatives or games rather than written assignments are included in the curriculum to provide practice in composition?

4. How much emphasis is placed on the teaching of grammar and correct usage?

5. Is there a proper balance between drill and written composition?

Explain

6. What pre-writing techniques are used as part of the instructional period?

7. How is help given during the actual writing process in clarifying ideas, in choosing phrasing, and in dealing with mechanical problems?

8. Are writing assignments required as homework?

9. How is handwriting taught?

III. Product Data (Learner Outcome)

A. Evaluation of Compositions

1. How are students made accountable for revisions on compositions?

2. How are grades assigned to writing compositions?

3. What kind of results are obtained in writing sampling in all curricular areas?

B. Test Analysis and Utilization

1. Do sixth grade testing results indicate a strong writing program in this school? Explain

2. Are criterion referenced tests (Laidlaw Chapter tests) used by this teacher? Grades 3-6 only.

3. How is currently available test data (STEP) utilized by the staff?

IV. Summary

A. Strengths

Please list the strengths of the program

B. Weaknesses

Please list the weaknesses of this program.

Teacher _____

Date _____

Grade _____

Principal _____

School _____

DUE DATE: February 17, 1981

PROGRAM MONITORING

Mathematics

I. Context Data

- A. Were appropriate textbooks adopted for this curricular area? Can they be adjusted to meet the needs for each ability group?

Low Group _____

Average Group _____

High Group _____

- B. Are the supplementary instructional materials, including AV, adequate to effectively meet the instructional objectives of the district's mathematics program?

- C. What indication, if any, exists that teachers need further formal work and/or inservice in instructional techniques to effectively carry out the mathematics program?

- D. Has enough time been allotted in the daily schedule for mathematics instruction?

If not, what would you recommend as adequate?

- E. Does the teacher feel comfortable in handling all of the mathematical skills/concepts that are included in the continuum for this grade level? (Grades 4-5-6)

II. Process Data (Activities)

A. Planning

1. Is the written district mathematics scope and sequence available in your school?

Is it understood and used?

2. In the skill continuum of the guide, do the instructional objectives for that grade level help the teacher in identifying the skills that SHOULD be emphasized?

3. Does a long range plan exist which identifies high ability students for advanced placement?

B. Implementing

1. How is proper diagnosis provided for grouping/instruction?

2. What evidence exists that classroom instruction adheres to responsibilities assigned by the scope and sequence and/or skill continuum?

3. Are instructional activities and written assignments appropriate for the instructional objectives being taught?

4. Does the program provide for an understanding of computation through a developmental program in basic facts?

How is drill handled?

5. Does the program provide for an understanding of problem solving through a variety of problem solving practice both written and oral?

6. Are good record keeping techniques and grading procedures employed to hold students accountable for their work?

7. How are students made accountable for correcting errors or mistakes?

8. Are students responding positively to the mathematics program?

9. Please estimate what percentage of time during an average week the students at each grade level might spend doing the things listed below:

<u>Student Activities</u>	<u>Approx. minutes per week</u>
Listen to teacher talk about the subject	
Discussing the subject in class	
Doing independent work/assignments in class	
Other significant activities (Please identify)	

Total Minutes Per Week Scheduled for Mathematics

III. Product Data (Learner Outcomes)

A. Testing

1. Is post-learning evaluation based on identified objectives?

2. What kind of results are obtained on daily performance in classrooms?

3. Are students performing well in this area on norm referenced tests? (Circus/STEP)

4. Are both teacher made and criterion referenced (Holt) tests used?

5. Is evaluation provided for both group and individual progress?

B. Test Analysis and Utilization

1. Are instructional practices and/or materials altered based on assessment results?

2. Does evaluation give appropriate direction to staff development needs?

3. Is test data analyzed in a meaningful way in your school?

4. How is currently available test data used by staff for planning, reporting?

SUMMARY

A. Please list the strengths of the program:

B. Please list the weaknesses of the program:

C. Please list the things which you would do to improve the instructional program for students in mathematics:

TITLE OF PROJECT Shalom High School Project P.A.C.E.

CONTACT PERSON Cheryl Spivey-Perry

ADDRESS 2014 West McKinley
Milwaukee, Wisconsin 53205

PHONE 414-933-1030

TYPE OF AGENCY Secondary

SUBJECT AREA Work Experience and Basic Skills

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM PACE (Program for Alternatives in Career Education) strengthens reading, writing and math skills by coordinating skills learned on the job with the skills learned in school. For example, English classes teach writing by requiring students to record and reflect on their job experience on the job.

GOALS To enable disadvantaged youth (who are often drop outs and truants) to receive academic credit for both work experience and academic courses. To enable participants to raise their academic achievement level at least by one grade level for each year of participating. To assist youth in defining their career objectives. To increase youth involvement in decision making.

SPECIFIC SERVICES PACE is designed to provide a meaningful career education for youth ranging in age from 14 to 18 years. These youths are often high school drop-outs, chronic truants and have a history of low achievement or arrests for juvenile delinquency. The core curriculum emphasizes basic skills in language, math, specific job related skills and general skills required for the assumption of adult responsibilities.

DURATION OF PROGRAM This is the fourth year of operation for Project P.A.C.E. and the ninth year of operation for Shalom.

ANTICIPATED OUTCOMES/EVALUATION STATUS Shalom has seen a dramatic increase in commitment to school for those students involved in PACE. Basic skills classes become more relevant when skills are applied to student's job. 87% will receive two high school credits per year for work experience and three credits for academic course work. Math and reading scores have improved one level per year for 80% of the students.

REPLICATION POTENTIAL One half time coordinator, \$17,000 wages for 15 slots for full year program.

COORDINATION EFFORTS Students are placed in community agencies for work experience. Supervisors from these agencies meet regularly for program development and training. These agencies include MATC, Milwaukee Public Library and MCA, etc.

UNIQUE/SUCCESSFUL CHARACTERISTICS Academic course supplement and reinforce job training. Many varied community agencies implement work programs coupled with academic credit. Evaluation instruments are used to assess competencies gained through work experience. A highly successful program facilitates retention of skills learned. Students learn decision making skills through involving students in a policy making capacity in all phases.

ADDITIONAL INFORMATION An important aspect of PACE is the employer training. Regular workshops are held with teachers and employers so that employers learn ways to reinforce basic skills on the job.

TITLE OF PROJECT Focusing on Problem Solving in Mathematics

CONTACT PERSON Billie Earl Sparks

ADDRESS Department of Math
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701

PHONE 715-836-3778

TYPE OF AGENCY Post Secondary

SUBJECT AREA Math

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM A publication of the Wisconsin Department of Public Instruction has said: "The most important goal of mathematics instruction is the development of students' ability to solve problems." Problem solving is a basic skill and a topic for which most teachers express a desire for help. Inservice provides practical, research proven techniques and suggestions for involving the students in problem solving and increasing their ability.

GOALS To provide teachers with many suggestions to take back to their classes for problem solving development.

SPECIFIC SERVICES Inservice sessions, usually for teachers from a district or CESA agency.

DURATION OF PROGRAM About 2 years

ANTICIPATED OUTCOMES/EVALUATION STATUS Student problem solving ability will be increased.

REPLICATION POTENTIAL A one-day inservice is available for \$150 plus expenses.

UNIQUE/SUCCESSFUL CHARACTERISTICS The evaluations of previous session have so indicated.

ADDITIONAL INFORMATION The teachers are shown that by refocusing mathematics teaching around problem solving motivation is increased and we frequently find an increase in computational skills.

PROBLEM SOLVING

PART I

FOCUS ON THE ELEMENTARY SCHOOL

Bill Sparks
University of Wisconsin
Eau Claire, Wisconsin

In its *Agenda for Action: Recommendations for School Mathematics of the 1980's*, the National Council of Teachers of Mathematics has its first recommendation state that "problem solving be the focus of school mathematics in the 1980's." In this series of articles we will try to focus on problem solving at the various school levels. This month we focus on the elementary school.

Young children can problem solve. Recent studies conducted at the University of Wisconsin-Madison have shown that first graders were successful problem solvers before they had been taught ~~Se~~ formal computational procedures but subsequently the problem solving rate declined. A possible explanation is that intuition was no longer used and intuition plays a big role in problem solving. However, the point is clear young children can solve problems. We do not have to wait for some development of logical processes.

In the elementary school we usually confront two types of problems to solve. For convenience, I will refer to these as routine and non-routine. By routine, I will mean the traditional textbook story problem for which an algorithm for solution is readily available. Non-routine problems are harder to describe other than to say they are the complement of routine problems. I will give an example of a non-routine problem to which I will return later.

There are eight people in a room. Each person is to shake hands with each other person. How many handshakes will it take?

For much of this article I want to deal with routine problems and strategies teachers might use to increase student success.

FOCUS HINTS

In a recent research study, Marilyn Zweng at the University of Iowa utilized what she referred to as Focus Hints and interviewed elementary students while they solved problems with the aid of the Focus Hints. First some that did not prove helpful.

Low verbal content

You undoubtedly have seen this sort of hint in recent vintage textbooks. A problem such as

Mary Lou hiked 3.8 kilometers an hour for 3 hours. How far did she hike?

is converted to

3.8 kilometers an hour

3 hours

How far?

Zweng found that this hint was not very useful. A possible explanation is that students still did not know what to do. The hint does not key on the needed operation.

What does the question ask and What's given

Both of these focus hints were also seen to be not effective. Why? Again, as above, they do not focus attention on what is to be done or give assistance in finding this. Students may be able to answer these questions and still have no idea what to do to solve the problem.

Action

A very effective focus hint is to discuss or, better yet, perform the action in the problem. Most routine elementary school problems can be seen through so quickly by most readers of this article that the value of this hint may not be immediately seen. However, try the hint with a non-routine problem where the

answer is no more obvious to you than the kilometers per hour problem is to a fifth-grader. For example, if the hand-shake problem does not have an obvious solution strategy to you, then perform it with seven friends. I think you will quickly see the value of walking through the action in a problem. This hint does key on the needed operation.

Smaller numbers

Frequently the size of the numbers in the problem may overwhelm the student to the point that the needed operation is not as obvious as it should be. Consider this problem:

A construction company used 225 steel beams to construct a tower. Each beam weighed 1,412 kilograms. What was the weight of the tower?

When a student balks at such a problem, ask instead

If I used 3 beams to construct a tower and each beam weighed 4 kilograms, what is the weight of the tower?

The needed operation is frequently much more obvious.

Size of answer

Focusing on the size of the answer can be a very effective strategy. For example, in the steel beam problem above, the teacher might ask the question, "Will the answer be more or less than 1,412 kilograms?" The answer to such well chosen questions can key the student toward the correct operation. The value here is not limited to the selection of an operation, however. Having a target to shoot for in one's work is also a very good procedure for checking one's work. Impossible answers tend to jump out at the solver.

(continued from previous page)

Any number of rows or marks may be used; however, I have always used the 1, 3, 5, 7 combination with children at the beginning for the sake of simplicity. Two players take turns in making their moves. Each player, during his turn, may cross out from any one row all or only some of the marks, but he must cross out at least one mark. The play continues until the player who succeeds in crossing out the last mark wins the game.

Step 1
Row 1 1 Player No. 1 crosses out
Row 2 111 all of Row 4.
Row 3 11111
Row 4 1111111

Step 2
1
111 Player No. 2 crosses out
2 in Row 3.
11111

Step 3
1
111 Player No. 1 crosses out
1 in Row 1
111

Step 4
111 Player No. 2 crosses out
2 in Row 3
111

Step 5
111 Player No. 1 crosses out
1 in Row 2
111

Now Player No. 2 can only cross out 1 in Row 1. Player No. 1 is the winner.

This game can also be played with matches, pebbles, or toothpicks.

It is a good "rainy day" game children can play at their desks or at the chalkboard.

Nim is frequently used as a gambling game, but a player who knows the secret can almost always win. After some experience, children can usually tell what the game-ending winning distribution should be. Can you? If someone becomes suspicious of you winning frequently, change the game so that the last mark crossed out is the loser rather than the winner.

"SHOW ME" CARDS

Have each student make a set of cards from 1 to 18 and place them in order on his desk. Ask the students appropriate questions orally. How much is 7 + 6?

Find the card. Ready - everyone! Show me! Then the students all show the correct response to the leader. The leader can glance at the responses to see if everyone is correct.

BASEBALL

Place four chairs around the room for bases. Prepare four sets of suitable arithmetic problems so that the first set is the easiest and the fourth set is the most difficult. Divide the class into two evenly matched teams.

The first "batter" of a team asks the teacher to "throw" a problem at him - the easiest problem (from the first set). If answered, it will be a single, the second set a double, the third set a triple, and the fourth set a homerun. If a batter answers a question correctly within five seconds or answers incorrectly, he is out. After three outs, the other team comes to bat. For every run the team scores one point. Decide before the game how many innings will be played.

$$10 \div 81 = \square$$

Dividing 10 by 81 has an interesting result. Ask your students to do this and carry it out for three or four places. Then ask them if they can predict what the 8th, 9th and 10th digits will be.

Students could look for similar "interesting" numbers such as $1/9$, $2/9$...or $1/7$, $2/7$, $3/7$

(See the March 1979 Mathematics Teacher p. 209 for an informative article concerning repeating decimals)

Source: Wisconsin Teacher of Mathematics (Fall, 1980).

PROBLEM SOLVING

PART II

FOCUS ON THE JUNIOR HIGH

Bill Sparks
University of Wisconsin
Eau Claire, Wisconsin

In the Fall issue of the Wisconsin Teacher of Mathematics, we focused on Problem Solving at the elementary school level. Most of the comments there are also very appropriate for the solution of typical textbook story problems at the junior high level.

However, by the junior high school other aspects of problem solving can certainly be stressed. The stress may now be on problem SOLVING rather than PROBLEM solving. We may deal more with solution processes and logical structures which may transfer very easily from problem to problem both in and out of mathematics.

A series of strategies I like to use with students at this level follows:

Let's get started strategies

1. Restate the problem
2. Wanted - Given - Needed
3. Make a drawing or model

Let's solve it strategies

4. Have you ever seen a problem like this before?
5. Guess and Test
6. Look for patterns
7. Make a simpler problem
8. Work backward (analysis)
9. Conduct an experiment

Let's look back strategies

10. Check
11. Generalize
12. Find another result and/or solution process

This series of general strategies is intended to be a grab bag into which a student reaches, pulls out a strategy, tries it on the problem, decides whether or not it works, and then possibly tries another strategy. Many problems can be worked by more than one of the approaches or by many others. This is where as teachers we begin to work on the

"solving" rather than just the "problem." The fact that the brightest student in the class quickly comes up with a solution does not mean we are through with the problem. The question, "Is there another way?" can provide many valuable learning experiences.

I will address a few of these strategies with examples here and then more of these will be covered in the next article.

Some of the most interesting patterns and facts about numbers can be seen in the most basic of concepts. For example, consider the following addition table:

To introduce the students to "Look for patterns," I frequently have used the following worksheet activity.

	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

Exercise 1

Take any three consecutive numbers from the body of the table. (From a row, column, or diagonal). Find the sum of the three numbers. Do you see a relationship between any of the numbers and the sum? Try a few sets of three numbers in the space below and see if you spot anything before you go on to the next exercise.

Solution 1:

You may have seen from the example

that 3 times the middle number is always equal to the sum of the three consecutive numbers. For example: $6 + 7 + 8 = 21 = 3 \times 7$. You should now attempt to justify that this is always true.

Exercise 2

By similar reasoning, find an expression for the sum of 5 consecutive numbers on the table. Justify this.

Exercise 3

Although it is a little different, now find an expression for the sum of four consecutive numbers on the table without adding all four. Work on this in the space below before comparing your work to Solution 3.

Solution 3:

You may find the sum of any four consecutive numbers on the table by doubling the sum of the middle two.

Exercise 4

Now take a 2×2 square of numbers from the table. For example:

3	4
4	5

There are also simple expressions for the sum of the numbers in the 2×2 square. Note: There are several ways to do this. See if you can find more than one.

Additional Exercises

Other patterns that might be looked at are crosses of numbers such as:

	10			1		3
10	11	12	or		3	
	12			3		5

and 3×3 squares. Each of these has a simple expression for the sum of the numbers in the pattern. See if you can

ABOUT THE COVER

THE OCEAN BOTTOM

Brian Yanny's plot this issue pictures a more complex combination of mathematical peaks, plateaus and valleys.

The function used to create each frustum is a form of the standard probability bell ($z = \exp(-r^2)$ where $r = \text{sqr}(x^2 + y^2)$).

When calculating the curves, the computer flattens all output above a preprogrammed cutoff point. The program used to generate these plots is versatile enough to be able to translate any set of 3 dimensional coordinates onto a 2 dimensional graph.

(continued from p. 5)

find them and justify your rule.

I may frequently also use this same situation to approach "Make a Simpler Problem" or "Generalize." I might begin by asking for the sum of the 100 numbers in the body of the addition table. This seems like a totally tedious task but certainly becomes less so when we look at a 2×2 array, then a 3×3 array, and so forth. This then illustrates "simpler problem" as well as "patterns." The generalization comes from recognizing the 2×2 array is actually

$n - 1$	n
n	$n + 1$

and then the sum is $(n - 1) + (n) + (n) + (n + 1)$ or $4n$. The same may be tried on 3×3 or $n \times n$ arrays from an addition table.

Two other patterns which may be worked on follow:

1. Take any whole number n and find all combinations of whole numbers which sum to n including those which are the same by commutativity. For example, 4 can be found by $4, 2 + 2, 1 + 3, 3 + 1, 2 + 1 + 1, 1 + 2 + 1, 1 + 1 + 2, 1 + 1 + 1 + 1$.

By analyzing several of these, find in general how many such combinations there are for a given n .

11. It can quickly be seen by examples that the square of an odd integer can be represented by $8n + 1$ where n is a whole number. Try this for several odd integers and see if you spot a relationship among the n 's.

Try a few of these ideas and also try to come up with a few sample problems illustrative of the other strategies before the next issue. In that article I will give examples for other strategies as well as other specific teaching suggestions for problem solving.

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Source: Wisconsin Teacher of Mathematics (Winter, 1981).

Problem Solving

Part III

Focus on the Junior High

Bill Sparks
University of Wisconsin
Eau Claire, Wisconsin

In my article in the Winter, 1981 Wisconsin Teacher of Mathematics, I began a discussion of teaching problem solving in the junior high by showing a list of strategies which might be used in a variety of problem solving settings. I will repeat the list here and then exemplify some which were not covered last time.

Let's get started strategies

1. Restate the problem
2. Wanted - Given - Needed
3. Make a drawing or model

Let's solve it strategies

4. Have you ever seen a problem like this before
5. Guess and Test
6. Look for patterns
7. Make a simpler problem
8. Work backward (analysis)
9. Conduct an experiment

Let's look back strategies

10. Check
11. Generalize
12. Find another result and/or solution process

In the previous article "patterns" and "simpler problem" were discussed. For those strategies as well as several that remain an underlying thread of "organization" should be recognized. Frequently a chart or table listing all the ways something may occur or at least suggesting a sequence to the occurrence will be of much benefit. This benefit may be seen in the following instances of "guess and test." One source of good problems at any level is the textbook of the next level. The solution may then be done at the appropriate level. For example, consider the following elementary algebra problems which we will solve arithmetically by "guess and test."

Example 1

If the measure of the supplement of an angle is three times the measure of the complement of the angle, find the measure of the angle.

angle	complement	supplement	3x complement
1. 10°	80°	170°	240°
2. 80°	10°	110°	30°
3. 30°	60°	150°	180°
4. 50°	40°	130°	120°
5. 45°	45°	135°	135°

So, we see that our answer is 45° . I feel that this problem shows what the NCTM means by "Problem Solving should be the focus of mathematics teaching in the 1980's." A very usual assignment after defining complements and supplements of angles is to give a list of angles for which the student finds each of these other two angles, a purely computational exercise. Here the same drill work was accomplished through a problem solving format.

Example 2

The sum of four consecutive integers is 142. What are they?

25	50	30	35	34
26	51	31	36	35
27	52	32	37	36
28	53	33	38	37
106	206	126	146	142

Notice the organization that was used to lower the number of guesses that had to be tested. The first try was too small, the second too large, the third try is selected to be nearer the "best guess" of the first two, and so on. This sort of organization can and should be taught.

Strategies such as "Make a drawing

or model" and "Conduct an Experiment" indicate the use of hands-on problem solving technique. I would like to strongly emphasize the need for this. The mathematics problem should be something which exists separate from the pages of a textbook and which can be made real to the students. The need for concreteness is frequently seen in the early grades but is not continued past elementary school. Frequently we must think of subject matter going through developmental stages much as our study of psychology has told us that the children do. That is, when a student confronts a problem that is new or different if it can first be presented concretely, then pictorially, and finally symbolically, the learning may be more thorough and the transfer to similar problems easier. This is true regardless of the present stage of cognitive development of the child.

Note the strategy labeled "Have you ever seen a problem like this before?" Unfortunately, this is the only approach many students have for problem solving. When the answer to this question is "no," the student should have the rest of our list of strategies and approaches so the problem is not out of reach. However, if the answer is "yes," this may certainly be the most economical solution approach. We should certainly use the knowledge we have acquired in the solution of other related problems. For example, consider the following non-routine problem:

Example 3

If a sheet of paper is folded in half it is two sheets of paper thick, if it is then folded again it is four sheets of paper thick. If this sheet of paper is folded fifty times, how high would the stack reach?

(continued from page 5)

To save some time, the solution is over 50 million miles high, over halfway to the sun. A related problem which does not give the exact answer but would indicate its extremely large nature follows:

Example 4

Would you rather have a salary of \$10,000 a month or take a penny on the first day and double your salary everyday thereafter?

This problem is familiar to many people and is mathematically analogous to the paper folding problem. Anyone who sees this relationship between problems should not say the stack of paper would be "four or five inches" or that it "would reach the ceiling" which are frequent answers. The enormity of the solution should be obvious. Such problem analogies should regularly be pointed out to the students and the students should be asked to suggest where they have seen problems like this before.

Other techniques

As materials are constructed to help teach problem solving, consider having the students do both data gathering and information gathering. A problem suggested by Earl Ockenga at the Wisconsin Mathematics Council Meeting at Green Lake in May, 1980 is illustrative of this.

Example 5

You are in an airplane at 12 noon and look down and see Chicago. At 12:50 the pilot comes on the intercom to say the plane is flying 600 miles per hour. You look down and see another large city. Name 6 possibilities for this large city.

Not only do the students have to do some mathematics but they may also have to do some library research and map reading. This is also a good problem to use for the final strategy on our list as you may ask what about time zone differences.

A similar problem came to me recently while listening to the car radio. A country song entitled "Twenty-four Hours to Tulsa" was playing. I immediately began to wonder where that truck was. Related questions of how many hours per day a truck driver may drive and average speed a truck driver expects in mountainous terrain versus flat terrain came to me. A challenging problem that I think students might enjoy could be developed from these thoughts.

Also, I think mathematics teachers should be supportive of efforts to get students to write more. One way that I suggest doing this is by having students write a paragraph after solving a problem describing how they did them. This firms up their use of certain strategies and lays the foundation for using the same strategy again in another setting.

In the fourth installment of this series next Fall we will focus on the Senior High.

HOW DO WE TEACH PROBLEM SOLVING?

1. By problem types or algorithmic procedures (skill level)
2. Heuristics (general methods by which we may solve problems)

Let's get started strategies

1. Restate the problem
2. Wanted - Given - Needed
3. Make a drawing or model

Let's solve it strategies

4. Have you ever seen a problem like this before?
5. Guess and Test
6. Look for patterns
7. Make a simpler problem
8. Work backward (analysis)
9. Conduct an experiment

Let's look back strategies

10. Check
11. Generalize
12. Find another result and/or solution process

WHEN A STUDENT ASKS FOR HELP IN A PROBLEM SOLVING SITUATION--
WHAT DO YOU SAY?

1. ARE THERE WORDS YOU DON'T KNOW?
2. WOULD A DRAWING OR DIAGRAM HELP?
3. CAN YOU "TELL" THE PROBLEM?
4. WHAT QUESTIONS CAN YOU ASK YOURSELF?
5. UNDERLINE THE KEY ELEMENTS.
6. MAKE IT LOOK LIKE A PROBLEM WE KNOW HOW TO DO. ANALOGY.
7. ACT OUT THE PROBLEM.
8. DESCRIBE A MOTION PICTURE SEQUENCE FOR THE PROBLEM.
9. HOW WOULD YOU LABEL ANSWER?
10. WHAT WILL THE ANSWER LOOK LIKE?
11. HOW LARGE IS THE ANSWER?

FOCUS HINTS

1. LOW VERBAL CONTENT
2. SMALLER NUMBERS
3. ACTION
4. PART-PART-WHOLE
5. SIZE OF ANSWER
6. QUESTION ASKS?
7. WHAT'S GIVEN?
8. PERSONALIZE

FOCUS HINTS FOR RATE PROBLEMS

1. MANY-TO-MANY CORRESPONDENCE
USUALLY A DRAWING HINT
2. UNIT RATE

Patterns in Numbers

Introduction:

Our number system is so rich in patterns and relationships that new facts are constantly being discovered. Many of these relationships are elementary enough for most people to follow. The real excitement, however, is in the original discovery by each person of these facts.

This activity will introduce a few patterns which appear in our number system and some basic properties of these relationships. The student will work with these properties and thereby gain an understanding of these patterns. But it is also hoped that the student will recognize that the number system contains many intriguing patterns and will begin to search for these. Number pattern searching can be good exercise for an inquiring mind and can lead to an appreciation of our number system.

Facts About an Addition Table

Introduction:

Some of the most interesting patterns and facts about numbers can be seen in the most basic of concepts. For example, consider the following addition table:

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18

Exercise 1

Take any three consecutive numbers from the body of the table. (From a row, column, or diagonal). Find the sum of the three numbers. Do you see a relationship between any of the numbers and the sum? Try a few sets of three numbers in the space below and see if you spot anything before you go on to the next page.

Solution 1:

You may have seen from the example that 3 times the middle number is always equal to the sum of the 3 consecutive numbers. For example, $6 + 7 + 8 = 21 = 3 \times 7$. You should now attempt to justify that this is always true.

Exercise 2

By similar reasoning, find an expression for the sum of 5 consecutive numbers on the table. Justify this.

Exercise 3

Although it is a little different, now find an expression for the sum of 4 consecutive numbers on the table without adding all four. Work on this in the space below before comparing your work to Solution 3.

Solution 3:

You may find the sum of any four consecutive numbers on the table by doubling the sum of the middle two.

Exercise 4

Now take a 2 x 2 square of numbers from the table. For example:

3	4
4	5

There are also simple expressions for the sum of the numbers in the 2 x 2 square. Note: There are several ways to do this. See if you can find more than one.

Additional exercises--other patterns that might be looked at are crosses of numbers such as:

	10	
10	11	12
	12	

or

1		3
	3	
3		5

and 3 x 3 squares. Each of these has a simple expression for the sum of the numbers in the pattern. See if you can find them and justify your rule.

Fibonacci Numbers

In a book published in 1202, an Italian mathematician known as Fibonacci included the following problem:

"What is the number of pairs of rabbits at the beginning of each month if a single pair of newly born rabbits is put into an enclosure at the beginning of January and if each pair breeds a new pair at the beginning of the second month after birth and an additional pair at the beginning of each month thereafter?"

Exercise 1

Find the number of pairs of rabbits for each month of the first year before proceeding to the solution. You may wish to use the chart below to help you.

<u>Month</u>	<u>No. of Pairs</u>
1	1
2	
3	
4	
5	

You should have found that for the first year the answers are 1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144. These are the first 12 terms of what is known as the Fibonacci sequence. The numbers themselves are known as Fibonacci numbers. There have been many properties discovered for this sequence. Try to find at least one property before proceeding.

Perhaps you discovered the pattern that generates the Fibonacci sequence; that is, after the first two ones, any other term in the sequence can be obtained by adding the two preceding terms. For example, to find the term after 55, you add $34 + 55$ to get 89.

Activity 1:

Take any 4 consecutive Fibonacci numbers and call them a , b , c , and d in order. Now find the following values: ad , $2bc$, and $cd - ab$.

Do you see a pattern in these values? One example might be misleading so several more should be tried. It is always useful to try examples systematically and this can be done using a chart. Complete the chart below.

a	b	c	d	ad	$2bc$	$cd - ab$
1	1	2	3	3	4	5
1	2	3	5			
2						
3						
5						
8						

Now, can you find a pattern from the table? If so, write it below.

Pattern:

So as to not spoil the fun of working on this we will just give a hint here. If you have not found a pattern in these values try considering the Pythagorean relationship for right triangles.

Activity 2:

Fill in the following table and try to find a pattern so you can fill in the last blank.

Sum of squares of consecutive
Fibonacci numbers

1^2	=	1
$1^2 + 1^2$	=	2
$1^2 + 1^2 + 2^2$	=	_____
$1^2 + 1^2 + 2^2 + 3^2$	=	_____
$1^2 + 1^2 + 2^2 + 3^2 + 5^2$	=	_____
$1^2 + 1^2 + 2^2 + 3^2 + 5^2 + 8^2$	=	_____
$1^2 + 1^2 + 2^2 + 3^2 + 5^2 + \dots + 34^2$	=	_____
$1^2 + 1^2 + 2^2 + 3^2 + 5^2 + \dots + F_n^2$	=	_____

where F_n represents the n^{th} Fibonacci number.

For each Fibonacci number let us call its position in the sequence the index of the Fibonacci number. That is, the index of 3 is 4 and the index of 89 is 11. What is the index of 8? _____; of 21? _____; of 144? _____.

Activity 3:

We have just seen that 144 has index 12 and 3 has index 4. Now, notice that 144 is evenly divisible by 3 and 12 is evenly divisible by 4. This might seem to indicate that one Fibonacci number is divisible by a second if the index of the one is divisible by the index of the second.

Let's check this for a few more cases.

Indices	Divisible (?)	Fibonacci Numbers	Divisible (?)
$9 \div 3 = 3$	Yes	$34 \div 2 = 17$	Yes
$10 \div 5 = 2$	Yes	_____	_____
$12 \div 6 = 2$	Yes	_____	_____
$16 \div 8 = 2$	Yes	_____	_____

Now, let's check some cases for which the smaller index does not divide the larger index. Does divisibility also fail for the corresponding Fibonacci numbers?

Indices	Divisible (?)	Fibonacci Numbers	Divisible (?)
$7 \div 4$	No	$13 \div 4$	No
$11 \div 6$	_____	_____	_____
$5 \div 3$	_____	_____	_____
$9 \div 5$	_____	_____	_____

There is only one type of situation where the smaller index does not divide the larger index but the smaller Fibonacci number does divide the larger Fibonacci number. Try to find this situation.

Using the rules developed in this exercise, see if you can determine when even numbers appear as Fibonacci numbers. You might note here that the index of 2 is 3 and an even number is one which is divisible by 2.

There are many other patterns which can be found in the Fibonacci sequence. Therefore, a continuing investigation of this sequence could be most fruitful.

Happy Numbers

Consider the following definition:

Take any natural number (counting number), n , and find the sum of the squares of the digits on n . Take this result and find the sum of the squares of the digits of it. Continue this process on each successive result. If eventually a 1 is reached then n is called a Happy Number.

For example, try 13.

$$13 \longrightarrow 1^2 + 3^2 = 1 + 9 = 10$$

$$10 \longrightarrow 1^2 + 0^2 = 1 + 0 = 1$$

Therefore, 13 is happy.

Look at 7.

$$7 \longrightarrow 49$$

$$49 \longrightarrow 4^2 + 9^2 = 16 + 81 = 97$$

$$97 \longrightarrow 81 + 49 = 130$$

$$130 \longrightarrow 1 + 9 + 0 = 10$$

$$10 \longrightarrow 1 + 0 = 1$$

Therefore, 7 is happy.

Now try 44 and 68.

The next question would be, "Are all natural numbers happy?"

Try 14.

$$14 \longrightarrow 1 + 16 = 17$$

$$17 \longrightarrow 50 \longrightarrow 25 \longrightarrow 29 \longrightarrow 85 \longrightarrow 89 \longrightarrow 145 \longrightarrow 42 \longrightarrow 20 \longrightarrow 4 \longrightarrow 16 \longrightarrow 37 \longrightarrow 58 \longrightarrow 89$$

Does it appear we will ever reach a 1?

The answer to this is no since an 89 had occurred earlier and the series is now cycling through the eight numbers 89, 145, 42, 20, 4, 16, 37, 58. Therefore, the series will never terminate at a 1. We will then call 14 an unhappy number.

Exercise 1:

Check the numbers from 1 to 20 for happiness. Once you have finished you may check your answers on the next page, but be sure to do all 20 numbers.

300

Solution 1:

1, 7, 10, 13, 19 are happy. Others are unhappy.

Perhaps after working through these few examples you have discovered some patterns. To see if you have spotted two particular patterns try to answer the following questions without actually doing the work. Is either 21 or 31 happy? Is 103 happy?

If you can't answer these immediately, perform the work and compare with things you have already done.

One of the most interesting patterns actually concerns the unhappy numbers. Did you notice something about the cycle that signals that we have an unhappy number? If not, go back and analyze your work for the numbers 1 to 20 before proceeding.

The fact that the digital sum of squares procedure eventually reaches a 1 or the eight number cycle 89, 145, 42, 20, 4, 16, 37, 58 can be proven by the use of a procedure known as mathematical induction. If you are familiar with this procedure you might try to prove this fact. If not, then file it for a future try when you have learned proof by mathematical induction.

Exercise 2:

Are there any pairs of consecutive happy numbers? That is, numbers a and $a + 1$ such that both are happy? You might try a few more examples before you try to answer this.

The answer to the above is yes. In fact, there are many such pairs, some of which you can find rather quickly. In fact, it has been shown that there are strings of length 3, 4, and 5 of consecutive happy numbers. You might verify a string of length 5; 44488, 44489, 44490, 44491, 44492.

Another easily noticed fact about happy numbers is that the number immediately preceding the 1 is always a power of ten; 10 , 10^2 , 10^3 , etc. Let us call the exponent for this power of 10 the strength of the happy number. Therefore, 13 is of strength 1 and 68 is of strength 2.

Exercise 3:

Find happy numbers of strength 3 and 6. (This may take some thought). Is there a happy number of strength zero?

Sparks
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Number Palindrome

A number palindrome is a number like 91819. That is, a number which remains the same when the digits are taken in reverse order. Therefore, 444 and 6886 are also number palindromes.

An interesting fact is that most numbers will eventually result in a number palindrome through the following addition procedure. Take a number, say 39. Reverse its digits and add the two numbers: $39 + 93 = 132$. Now, do the same for this result: $132 + 231 = 363$. 363 is a number palindrome in two reversals. 78 reaches a number palindrome in 4 reversals.

Using the addition pattern for palindromes just given, complete the following chart:

Starting Number	Resulting Palindrome	No. of Reversals
49		
68		
76		
85		
87		
93		
95		
97		
281		

After a large number of reversals, it has yet to be shown that 879 will result in a number palindrome. It is not known whether it will if tried more times or not. Can you find another number that has not resulted in a number palindrome after 6 reversals?

A diversion.

There are also word palindromes. Names such as Otto and Anna are obvious, but there are also phrase palindromes. For example: A man, a plan, a canal: Panama.

Additional Patterns

- I. Take any whole number n and find all combinations of whole numbers which sum to n including those which are the same by commutativity. For example, 4 can be found by 4, $2 + 2$, $1 + 3$, $3 + 1$, $2 + 1 + 1$, $1 + 2 + 1$, $1 + 1 + 2$, $1 + 1 + 1 + 1$.

By analyzing several of these, find in general how many such combinations there are for a given n .

- II. It can quickly be seen by examples that the square of an odd integer can be represented by $8n + 1$ where n is a whole number. Try this for several odd integers and see if you spot a relationship among the n 's.

Sparks
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CREATIVE PROBLEMS

1. Using exactly six sticks (toothpicks, matches) of equal length, make exactly four equilateral triangles.
2. What large Western city is half golden and half silver?
3. An express leaves New York for Boston at the same time that a local leaves Boston for New York. The express travels at the rate of 50 miles per hour, the local at the rate of 30 miles per hour. Which is farther from New York when they meet? No! The answer is not the express.
4. It is raining at midnight--will we have sunny weather in 72 hours?
5. "Can you tell me what the temperature has been at noon for the past five days?" John asked the weatherman.
"I don't exactly recall," replied the weatherman, "but I do remember that the temperature was different each day, and that the product of the temperatures is 12."
Assuming that the temperatures are expressed to the nearest degree, what were the five temperatures?
6. How many nines are there from one to 100?
7. A beggar's brother died. But the man who died had no brother! How is this possible?
8. If a clock strikes six times in five seconds, how many times will it strike in ten seconds?
9. How can you make one word out of NEW DOOR?
10. A nonstop train leaves Moscow for Leningrad at 60 miles per hour. Another nonstop train leaves Leningrad for Moscow at 40 miles per hour. How far apart are the trains one hour before they pass each other?
11. Three inventions (each independent in effect) save 30 percent, 45 percent, and 25 dpercent on fuel. If you use all inventions at once, can you save 100 percent ($= 30 + 45 + 25$)? If not, how much can be saved?
12. A student consulting a three-volume work in a library was astonished when he found that a bookworm had eaten its way in a straight line from the first page of Volume I to the last page of Volume III. Each book was $2 \frac{3}{4}$ inches thick, $2 \frac{1}{2}$ of pages and $\frac{1}{8}$ inches of covers. How far did the bookworm travel? 3"

13. THE TIDE COMES IN (A JOKE)

Not far off shore a ship stands with a rope ladder hanging over her side. The rope has ten rungs. The distance between each rung is 12 inches. The lowest rung touches the water. The ocean is calm. Because of the incoming tide, the surface of the water rises four inches per hour. How soon will the water cover the third rung from the top rung of the rope ladder?

14. Next to New York, what is the largest city in the world?

15. Milly Miffen made a muffin more than Molly's mother made and Milly Miffen's mother made a muffin more than Molly made; and Milly, Molly's mother, Molly, and Milly's mother made 50 muffins, but Milly and Molly's mother made four muffins more than Molly and Milly's mother made. So murmur now how many muffins Milly made.

16. "What lovely fish!" exclaimed Mike's wife, admiring the three lovely fine pike he had brought home. "What do they weigh?"

"The largest weighs as much as the other two," replied Mike, "the smallest weighs three pounds less than half the other two together, and the lot come to 18 pounds."

So what were the weights?

17. Twelve flags stand equidistant along a track in a stadium. Runners start at the first flag. A runner reaches the eighth flag eight seconds after he starts. If he runs at an even pace, how many seconds does he need to reach the twelfth flag?

18. The population of Nosuch Junction at one time was a perfect square. Later, with an increase of 100, the population was one more than a perfect square. Now, with an additional increase of 100, the population is again a perfect square. What was the original population?

19. The Crackhams had contrived that their tour should include a certain place where there was good fishing, as Uncle Jabez was a good angler and they wished to give him a day's sport. It was a charming spot, and they made a picnic of the occasion. When their uncle landed a fine salmon trout there was some discussion as to its weight. The Colonel put it into the form of a puzzle, saying: "Let us suppose the tail weighs nine ounces, the head as much as the tail and half the body, and the body weighs as much as the head and tail together. Now, if this were so, what would be the weight of the fish?"

20. After a cyclist has gone two-thirds of his route, he gets a puncture. Finishing on foot, he spends twice as long walking as he did riding. How many times as fast does he ride as walk?

21. A group of 30 students stopped at a roadside stand. Fourteen ordered hamburgers, 20 ordered cheeseburgers and 22 ordered french fries. Eleven had both hamburgers and french fries, 12 had both cheeseburgers and french fries, and six ordered both hamburgers and cheeseburgers. How many had all three items?

22. If, in a single purchase, you are offered three successive discounts of 20 percent, 10 percent, and 5 percent in any order that you wish, what order would you choose?

23. "How did you make out?" asked Betty as her husband came into the livingroom. It had been the first day on his new job, and it can be tough selling door to door.

"Fine, dear," Doug replied cheerfully. "I chose a good district. I might have done even better if I hadn't been carrying only slips and nylons." He glanced at some figures on a scrap of paper. "Nylons sold best and I unloaded them at three-quarters of the places I tried, and two-thirds of my calls sold slips."

"Must be your blue eyes, darling," laughed his wife.

"Did you sell both at any of the houses?"

Doug grinned happily. "Sure. At ten places."

Not bad for his first day, but how many calls had he made?

24. "If half of half my age," said Kate,
"Were now replaced by twenty-eight,
"And then the whole reduced by four,
"You'd make my age just 18 more.
"Why, fancy? When I'm 46,
"My age will be just double Dick's."
That's what she said, and he's her son:
So figure out his age for fun.

25. A freak, a most unusual pike,
Was caught at Jackson's Point by Mike.
This fish was ugly, huge and strong,
With head alone twelve inches long.
Its body equalled, so Mike said,
Just half its tail plus twice its head:
A third the monster's total length
Was tail, grotesque but built for strength.
So maybe now you'd like to see
How long this curious fish would be.

26. A frog is at the bottom of a 30-foot well. Each hour he climbs three feet and slips back two. How many hours does it take him to get out? No! The answer is not 30 hours.

27. In the mythical country of Kookie, girls always tell the truth and boys always lie. To complicate matters, what with the haircuts and blue jeans, you can't always tell them apart. So...
You meet three children--Marion, Sidney, and Leslie. You ask Marion, "Are you a boy or a girl?" Marion mumbles something unintelligible and runs off. "What did Marion say?" you ask the other two. Sidney replies, "Marion said, 'I am a boy.'" Leslie says, "No, Marion said, 'I am a girl,' and so she is."
Identify each child as a boy or girl.
28. When Johnny Smith was drafted, he filled out an army form and listed one "J. Smith" as next of kin. Shortly thereafter, this J. Smith received an official letter inquiring as to the exact relationship. Never a man of few words, J. Smith replied: "Brothers and sisters I have none, but Johnny's father is my father's son."
How was J. Smith related to the soldier?
29. How to choose a Vice-President....or, who's smarter?
Take the three brightest men, seat them around a table, blindfold them and place a hat on the head of each. Tell them the hat is either red or blue.
Now, have the blindfolds simultaneously removed. Tell them, "Each man who sees a red hat on either or both of the other men is to raise his hand. However, as soon as he can determine the color of his own hat, he is to lower his hand and explain the logic behind his determination."
Immediately after the blindfolds were removed, all three raise their hands promptly. Soon, however, one of them (who had been looking at RED hats on both of the other men), dropped his hand.
What was the color of his hat and how did he reason this choice?
30. You are given nine coins, identical in every respect EXCEPT that one is counterfeit and slightly heavier than any of the genuine coins. Using only a sensitive balance scale, one with two pans and no weights, identify the counterfeit coin by making only two weighings.
31. In a certain town, there is exactly one barber, who shaves those men, and only those men, who don't shave themselves. Who shaves the Barber?
32. Some wise person noted that there are towns whose mayors don't live in that town, such as: the mayor of a large city may live in Suburbia. Wiseguy decided there should be a city for all mayors who don't live in the city in which they are mayors. Who will be the mayor of this new city?

LET'S SOLVE SOME PROBLEMS

1. If a bottle and a cork cost \$1.10 and the bottle costs a dollar more than the cork, how much does each cost?
2. A man passed $\frac{1}{6}$ of his life in childhood, $\frac{1}{12}$ in youth, and $\frac{1}{7}$ in bachelorhood. Five years after he was married, a son was born who died 4 years before his father, at half the age at which his father died. What was the father's age when he died?
3. If a boy and a half can eat a pie and a half in a day and a half, how long will it take 18 boys to eat 18 pies? (A half of a boy is a small boy.)
4. Two mothers and two daughters went shopping. After totaling all their purchases, they found they had spent \$18 altogether. Yet each, spent the same amount and each spent exactly $\frac{1}{3}$ of the total. How was this possible?
5. A farmer told two boys they could take apples off his tree, provided neither took more than 20 apples. After a minute, one boy asked, "Have you picked your limit yet?" The other boy replied, "Not yet, but if I had twice as many as I have now, plus half as many as I have now, I would have the limit." How many did he have?
6. My daughter is twice as old as my son and half as old as I am. In twenty-two years, my son will be half my age. How old is my daughter?
7. Bill and his brother Jim have combined ages of 30. In fourteen years Jim will be three times the age Bill is now. How old is Jim?
8. Percy Poppon had an appointment in London at two o'clock in the afternoon. If he left his home and travelled at 15 miles per hour, he would arrive at one o'clock, and if he travelled at 10 miles per hour he would not arrive until three o'clock. What was the distance from his home to London?
9. Three men play a game with the understanding that the loser is to double the money of the other two. After three games, each has lost just one; and each has lost \$24. How much did each have to start?
10. Three men entered a hotel and asked for a room, but the clerk said there was only one available but that he would put dividers in the room. The room would cost \$30. Each man paid \$10. After the clerk thought the situation over, he decided that he had overcharged the men and called the bellboy and instructed him, "Take this five dollars back to the three men."

LET'S SOLVE SOME PROBLEMS

Tell them I overcharged them and that they should divide this five dollars among themselves." The bellboy thought that dividing \$5 among three men would be fairly difficult and, being dishonest, kept \$2 for himself. Then he returned \$1 to each man, so actually the cost to each man was \$9. Now, 3 times 9 is 27 and the \$2 the bellboy kept makes \$29. What happened to the other dollar?

11. How high is a pole that casts a shadow 21 feet long, if a 6-foot man standing beside the pole casts a shadow $4\frac{1}{2}$ feet long?
12. How deep is a well, if a rope that just reaches from bottom to top can be wrapped exactly 12 times around the cylindrical drum of a windlass, the drum being 7 inches in diameter?
13. How many sheep jump over a fence in an hour if 10 sheep jump over a fence in 10 minutes?
14. Suppose the Yankees lead the league and the Red Sox are in fifth, while the White Sox are midway between them. If the Indians are ahead of the Red Sox and the Tigers immediately behind the White Sox, which team is in second place?
15. In numbering the pages of a book, a printer used 111 digits. (The digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) How many pages has the book?
16. A fireman stood on the middle rung of a ladder, directing water into a burning building. As the smoke lessened, he stepped up three rungs and continued his work from that point. A sudden flare-up forced him to go down five rungs. Later he climbed up seven rungs and worked there until the fire was out. Then he climbed the remaining six rungs and entered the building. Write down the number of rungs in the ladder.
17. If a brick balances evenly with three-quarters of a pound and three-quarters of a brick, what is the weight of a whole brick?
18. The town of Mason lies on Eagle Lake. The town of Canton is west of Mason. Sinclair is east of Canton but west of Mason. Dexter is east of Richmond but west of Sinclair and Canton. Which town is farthest west?
19. A wooden cube is painted black on all faces. It is then cut into 27 equal small cubes. How many of the smaller cubes are found to be painted on three faces, two faces, one face, and no face?
20. A barrel of honey weighs 50 pounds. The same barrel with kerosene in it weighs 35 pounds. If honey is twice as heavy as kerosene, how much does the empty barrel weigh?
21. A farmer has hens and rabbits. These animals have 50 heads and 140 feet. How many hens and how many rabbits has the farmer?

LET'S SOLVE SOME PROBLEMS

22. The surface of Clear Lake is 35 feet above the surface of Blue Lake. Clear Lake is twice as deep as Blue Lake. The bottom of Clear Lake is 12 feet above the bottom of Blue Lake. How deep are the two lakes?
23. John has 7 pockets and 20 dimes. He wants to put his dimes into his pockets so that each pocket contains a different number of dimes. Can he do so? Explain your answer.
24. An airline passenger fell asleep when he had traveled half way. When he awoke, the distance remaining to go was half the distance he had traveled while asleep. For what part of the way did he sleep?
25. In a farmer's papers, a receipt was found:

24 dozen eggs . . . \$2.4.

The first and last digit of the amount had been blotted out. What are the two missing digits? What was the price of a dozen eggs?

26. Prove that if the larger of two consecutive numbers is added to their product, then the square of the larger number is obtained.
27. Prove that any three consecutive numbers have the following property: the square of the middle number is one unit larger than the product of the other two numbers.
28. In each of four warehouses of a furniture factory, an identical number of manufactured tables was kept. When 90 tables were taken from each warehouse, then in all four warehouses together there remained as many tables as there had previously been in each warehouse. How many tables were originally in each warehouse?
29. According to plan, a factory should make 48 tables daily over a particular length of time. However, 2 more tables than required were made each day and therefore, 3 days before the deadline there were only 100 tables left to make. How many tables did the original plan specify for the factory to make?
30. In a farm yard there are some rabbits and chickens. Altogether they have 435 feet and 94 heads. How many rabbits and how many chickens are in the yard?
31. Prove that the sum of any three consecutive numbers is divisible by 3.
32. A car traveled the distance from A to B at a speed of 20 km/hr. and on the way back at a speed of 30 km/hr. What is the average speed of the car for the entire trip?

LET'S SOLVE SOME PROBLEMS

33. A train goes past a post in $1/4$ min. and it passes through a tunnel 540 m long in $3/4$ min. There are 16 cars on the train. What is the speed of the train and what is the train's length?
34. How much does a brick weigh if it weighs 1 kg plus half a brick?
35. A daughter is 8 years old and her mother is 38. In how many years will the mother be three times as old as her daughter?
36. If one jackdaw perches on each staff, there will not be a place for one jackdaw; if two jackdaws perch on each staff, there will be one staff left over, How many jackdaws and how many staffs are there?
37. $113^2 - 112^2$.
38. One fifth of the kerosene in a can was poured out. Then twice as much was poured out leaving a remainder of 4 liters. How much kerosene was originally in the can?
39. A husband can drink from a flask of water for 14 days. Together with his wife it takes 10 days to empty the flask. Over what period of time can the wife alone drink from the flask?
40. Twelve person carried 12 loaves of bread. Each man carried 2 loaves, each woman $1/2$ a loaf, each child $1/4$ a loaf. How many men, women, and children were there?
41. If you went to bed at 8:00 at night and set the alarm to get up at 9:00 in the morning, how many hours sleep would this permit you to have?
42. Take two apples from three apples and what do you have?
43. Do they have 4th of July in England?
44. How many birthdays does the average man have?
45. Why can't a man living in Winston-Salem, NC, be buried west of the Mississippi?
46. If you had only one match and entered a room in which there was a kerosene lamp, an oil heater, and a wood burning stove, which would you light first?
47. An archaeologist claimed he found some gold coins dated 45 B.C. Do you think he did?
48. Some months have 30 days, some have 31. How many months have 28 days?
49. If a doctor gave you 3 pills and told you to take one every half hour, how long would they last you?

LET'S SOLVE SOME PROBLEMS

50. A man builds a house with four sides to it and it is rectangular in shape. Each side has a southern exposure. A big bear comes wandering by. What color is the bear?
51. How far can a dog run into the woods?
52. What four words appear on every denomination of U.S. coins?
53. A woman gives a beggar 50 cents. The woman is the beggar's sister but the beggar is not a woman's brother. How come?
54. What is the minimum number of active baseball players "on the field."
55. I have in my hand two U.S. coins which total 55 cents in value. One is not a nickel. Please bear that in mind. What are the two coins?
56. Divide 30 by $1/2$ and add 10.
57. A farmer had 17 sheep. All but 9 dies. How many did he have left?
58. How many animals of each species did Moses take aboard the ark with him?
59. Is it legal in N.C. for a man to marry his widow's sister?
60. Imagine a row of 1000 lockers, all closed, and a line of 1000 men. Suppose the first man goes along and opens every locker. The second man goes along and closes every other locker starting with the second locker. The third man goes along and changes the state of every third locker (if it is open, he shuts it; and vice versa). Suppose the fourth man goes along and changes the state of every fourth locker, and so on, until all the men have passed by all the lockers. Which lockers are open in the end?
61. Solve the following codes. The code for each example is different. Find the number that a letter represents in each example.

SEND	NINE
+ MORE	- FOUR
MONEY	<u> </u> FIVE

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TITLE OF PROJECT Adult Performance Level/Basic Survival Skills Program

CONTACT PERSON David P. Steinert, Education Director

ADDRESS Black River State Camp
Box 33
Black River Falls, Wisconsin 54615

PHONE 715-333-5681

TYPE OF AGENCY Adult Basic Education/Basic Survival Skills

SUBJECT AREA Math, Reading, Writing, Oral Language

LOCATION A state correctional institute located in a rural area, but serving a resident population from all parts of the state with 1/2 from the urban/suburban areas of Milwaukee/Kenosha/Racine.

DESCRIPTION OF PROJECT/PROGRAM Rather than teach the ability to read, write and compute at some grade level, staff strive to teach the ability to apply skills to everyday life situations. The skills are identified as communication skills (reading, writing, speaking, listening), computation, problem solving and interpersonal relations. The life situation areas are: Consumer Economics, Occupational Knowledge, Government & Law, Community Resources and Health.

GOALS Instruct students in basic skills of reading, writing, computation, speaking, listening and decision making as found in real life coping situations.

SPECIFIC SERVICES About 30 to 40 men receive the A.P.L. instructional program per year. The participants for this basic survival skills program are selected from the institution's Adult Basic Education (A.B.E.) inmate/student population. The A.B.E. program at B.R.C. is for students who are below the 7.0 grade level. The institution serves young, male, adult offenders from the age of 17 to 21. These young offenders convicted of a felony are selected for B.R.C. because of their age, low academic abilities and are high school "drop-outs".

DURATION OF PROGRAM Since November, 1979. 2 years.

ANTICIPATED OUTCOMES/EVALUATION STATUS The inmate/student participants will be able to return to society with sufficient reading, math and writing skills that apply to everyday life situations. It is hoped that these additional skills will enable the inmate/students to successfully adjust to society.

REPLICATION POTENTIAL 1 teacher: annual salary. Adult Performance Level/Basic Survival Skills instructional materials: \$1000.00.

COORDINATION EFFORTS This project is part of the B.R.C. Adult Basic Education program and receives all the educational services of the institution and the Wisconsin Division of Corrections. These services include special programs such as: E.S.E.A. - Title I, tutorial and E.E.N. (Exceptional Education Needs).

UNIQUE/SUCCESSFUL CHARACTERISTICS

situations.

High student interest caused by teaching reading, math and writing in everyday life

ADDITIONAL INFORMATION

"Hands on" types of mini courses such as: Red Cross First Aid Instruction, Occupational Aptitude testing, Video taped mock job interviews, bachelor kitchen/cooking to stimulate interest.

314

TITLE OF PROJECT Council for the Spanish Speaking, Inc. - Adult Basic Education

CONTACT PERSONS Ms. Ramona Salazar, Coordinator, Ms. Atsuko Tani

ADDRESS 614 West National Avenue
Milwaukee, Wisconsin 53204

PHONE 414-384-7420

TYPE OF AGENCY Community Based Organization

SUBJECT AREA Reading, Writing, Speaking

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM Adult Basic Education, English As A Second Language, G.E.D. (High School Diploma)

GOALS To upgrade the Spanish speaking community of the Milwaukee area through educational programs.

SPECIFIC SERVICES English As A Second Language, G.E.D., Driver's Education, and Citizenship Classes. Serves 1,400 annually and daily on a first come-first serve basis to any underprivileged individual who qualifies for the program.

DURATION OF PROGRAM 16 years

ANTICIPATED OUTCOMES/EVALUATION STATUS 16-25 will receive their G.E.D. 1,300 will participate in English As A Second Language (ESL). 240 will receive their Driver's Licenses.

REPLICATION POTENTIAL The complete program costs \$122,000 annually. Staff of 21.

COORDINATION EFFORTS Work closely with Milwaukee Area Technical College (M.A.T.C.), O.I.C., U.M.O.S., S.E.R., UWM (University of Wisconsin-Milwaukee).

UNIQUE/SUCCESSFUL CHARACTERISTICS Agency provides bilingual-bicultural instructors and has 14 years of experience. Staff prepares curriculum, and has had a working knowledge of the community for 18 years.

ADDITIONAL INFORMATION Agency has the largest English As A Second Language (ESL) program serving the Spanish speaking in the entire State of Wisconsin.

TITLE OF PROJECT Northeastern Wisconsin Basic Skills Writing Project for
Secondary Students and Teachers

CONTACT PERSON Dr. Melvin Timmons

ADDRESS CESA #3
Lake & Main Streets
Gillett, Wisconsin 54124

PHONE 414-855-2114

TYPE OF AGENCY Secondary and Junior High

SUBJECT AREA Writing

LOCATION Rural

DESCRIPTION OF PROJECT/PROGRAM English teachers, other teachers, and administrators attend a 60 hour training institute. They write, discuss their writing, study language and learning research and classroom implementation. They are trained to serve as writing consultants to their districts, to present inservice within their departments, and to explain the theory underlying NJWP practices.

GOALS To improve secondary students' writing through the improvement of teaching writing skills as a result of teachers' training and staff development activities with teachers from the participating school districts of CESA No. 3.

SPECIFIC SERVICES 1. Teachers are taught how to improve their own writing through a process approach using reflexive and extensive modes. Participants write, share their writing, self edit, group and peer edit and evaluate. In addition, they record in journals, their thoughts and feelings. Instruction is given in holistic scoring of student papers. 2. 15-25 participants are served. 3. Six hour sessions daily for two weeks, plus homework is one frequency. Other flexible schedules can be devised. 4. Participants either volunteer or are nominated by an administrator. 5. An area supper club, school, or other facility may be used. Meals served on the institute site are necessary. 6. English - language arts teachers and other teachers and administrators.

DURATION OF PROGRAM Since August 3, 1981.

ANTICIPATED OUTCOMES/EVALUATION STATUS By the end of the project year, in classes of institute participants, students' writings and attitudes toward writing as well as the teachers' attitudes toward the teaching of writing skills will reveal marked improvement as evidenced by assessment procedures used in the original New Jersey Writing Project.

REPLICATION POTENTIAL Phase I. Summer Institute - stipends for teachers - \$20.00 day, Instructors and Project Evaluator - Approx. \$100 day + food - Total \$5,000.00. Phase II. Implementation (Teacher Stipends for Process Meetings/Materials/Evaluator/Holistic Scoring/Project Director) - Total \$25,000.00.

COORDINATION EFFORTS Within a district, inservice councils are an important coordinating agent. Between districts, CESA's Administrator Advisory Councils and Principals' Organizations are vital facilitators.

UNIQUE/SUCCESSFUL CHARACTERISTICS Because of the following valid assumptions underlying the goal. 1. Teachers of writing should write. 2. Writing is a mode of learning. 3. Teachers teaching teachers accomplish efficient curriculum change. 4. Theory about and assessment of writing should enhance classroom practices.

ADDITIONAL INFORMATION The design of the program and the quality of the institute instruction are the real strength of the project. English teachers can overcome the "too much paperwork" complaint once they have mastered the techniques of holistic scoring of papers. Also, feedback to students becomes more positive about their writing efforts. Aids to mark student papers are no longer seen as necessary.

TITLE OF PROJECT The Learning Shop

CONTACT PERSONS Doug Vance and Doug Buehl

ADDRESS 1822 Van Hise Avenue
Madison, Wisconsin 53705

PHONE 608-267-8685

TYPE OF AGENCY Secondary

SUBJECT AREA Reading

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The Learning Shop is a high school tutoring program utilizing peer tutors. It is designed to meet the needs of students who are deficient in reading and study skills. Each student coming into the Learning Shop is individually tested and then assigned to a tutor trained by the director.

GOALS The goal of the Learning Shop is to help each student understand his or her own abilities in reading and study skills, set personal goals for achievement, and progress at his or her own rate toward achieving those goals.

SPECIFIC SERVICES Each year over 200 students use the Learning Shop for individual tutoring. These students range in abilities, but more than half (100) fall in the lowest 20th percentile on the STEP Reading Test. In addition, the Learning Shop provides trained in-class tutors in classes where special needs students are served, such as special education, ESL, and low level academic classes.

DURATION OF PROGRAM The Learning Shop began in 1974 under an E.S.E.A. Title III grant. It has been funded by the district since 1977.

ANTICIPATED OUTCOMES/EVALUATION STATUS The Learning Shop conducts an annual evaluation of student achievement and attitudes. Each year students have made dramatic improvement in reading abilities (2 - 3 years), grades have improved, and attitude toward school has improved.

REPLICATION POTENTIAL A full time director for the Learning Shop is required in a school of 2000. This staff person should be trained in remedial reading. Budget has been no problem, because tutors can work with materials at hand, such as students' textbooks.

COORDINATION EFFORTS The East High Learning Shop has worked with the University of Wisconsin-Madison reading department and the One to One Program run by the Student Union. The Learning Shop coordinates with the guidance staff and other agencies within the school, including the students teachers.

UNIQUE/SUCCESSFUL CHARACTERISTICS The success of this project has depended on the amount of support and guidance given by the Learning Shop Director. Tutoring programs fall apart when there is nobody to turn to when students or tutors don't show up, or when problems arise. Clearly the one to one tutorial situation has been ideal for learning.

ADDITIONAL INFORMATION The amount of support this program has received from students, teachers and guidance staff, and administrators has helped very much. Staff members now feel they have a place to go when trying to help students with a problem.

TITLE OF PROJECT Functional Reading

CONTACT PERSON Janice Vortman Smith, Reading Specialist

ADDRESS Holmen Middle School
Holmen, Wisconsin 54636

PHONE 608-526-3391

TYPE OF AGENCY Elementary, Secondary, Middle School

SUBJECT AREA Reading

LOCATION Rural, Suburban (We are a small town which has become a suburb in the last ten years.)

DESCRIPTION OF PROJECT/PROGRAM Functional reading is a major part of the reading program for grades four through eight to develop literacy skills through eighth grade level or beyond. The program incorporates survival skills, survival vocabulary, self-education skills, and learning/study skills for current and adult use.

GOALS Minimal goal statement from curriculum: students are expected to have the necessary skills to be considered functionally literate, to be able to perform the reading tasks necessary to survive in everyday society, to be able to profit from vocational, occupational, or professional training or education, to be able to investigate and independently learn about a topic of personal interest, and to read material written at eighth grade level.

SPECIFIC SERVICES Reading instruction is provided for all students in grades four through eight on a daily (full year) basis within the middle school setting by certified teachers as a part of the regular academic program. Inservice for teachers is provided by the middle school reading specialist.

DURATION OF PROGRAM This program has been in operation for five years.

ANTICIPATED OUTCOMES/EVALUATION STATUS Measurable outcome has been the rise, over a five year period, in reading scores on the SRA achievement test and the SRA survival skills test from below the 50%tile to nearly 60%tile. Eighty percent of the eighth grade class of 1981 read at a grade equivalent score of 8.0 or higher. (Only three students scored at grade equivalent 6.0 or below.) Informal evaluation of student attitude, skill mastery, etc. has been conducted with increasingly positive results.

REPLICATION POTENTIAL In most school districts replication of this functional reading program would be relatively inexpensive and depends largely on inservicing staff. (A nearby district replicated the program entirely on a Basic Skills Grant of \$5,000.00. Inservice for a group of thirty teachers can be done for as little as \$300.00 plus expenses.)

COORDINATION EFFORTS Functional reading utilizes community groups and businesses as sources of materials and as instructional resources but does not require other agencies for implementation (beyond traditional special education classes).

UNIQUE/SUCCESSFUL CHARACTERISTICS This program utilizes students' interests, community resources, and practical real-life reading materials and situations which motivate even low ability readers to achieve genuine basic reading skill mastery. Students and parents and community members can see the value of the skills being learned.

ADDITIONAL INFORMATION Visitors to the program have heard low ability readers in seventh and eighth grades cheer when told that they can start the next functional reading unit. These same visitors have been astonished by the sight of these same students in the IMC eagerly using the Readers Guide while passing up the easier media materials.

HOLMEN AREA SCHOOLS

HAGAR

THE HORRIBLE



V
I
K
I
N
G
S

READING! BAH!!



IF THIS READING CRAZE
DOESN'T STOP SOON IT
COULD MEAN THE END OF
CIVILIZATION
AS WE
KNOW
IT!



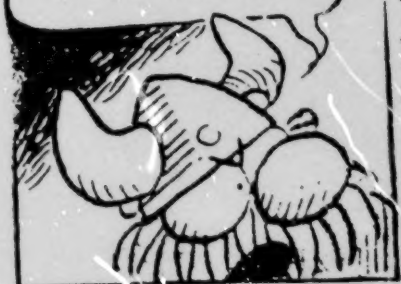
A LOT OF PEOPLE ARE
TAKING
IT UP!

IT'S A
FAD!

WATCH
THIS
SIGN!



I NEVER
LEARNED
TO READ!



AND IT
NEVER
HURT ME!

STOP!
BAD DRAGON
AHEAD!



For more information contact: Janice Vortman Smith,
Holmen Middle School, Holmen, WI 54636
Phone (608) 526-3391

For more information contact Rose Marie Thiel, Evergreen
Elementary School, Holmen, WI 54636
Phone (608) 526-3319

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LAND OF THE VIKINGS — HOLMEN, WISCONSIN 54636

	DEVELOPMENTAL	FUNCTIONAL	RECREATIONAL
K			
1	ability grouped;		reading
2			aloud to
3	skill		students
4	development for	Functional Reading Project/ Study Skills	USSR
5	all	F. R. Project, Study & Survival Skills	reading
6	students	F. R. Project, Study & Survival Skills	aloud to
7	K-8	F. R. Project, Study & Survival Skills	students
8		F. R. Project, Study & Survival Skills	USSR
9	Lang. 9	Mass Media	
10	Lang. 10	Contemporary Consumer	
11	Jr. English		USSR
12	Practical Eng./ College Skills	Independent Study; Practical English	

A GROUPING PLAN FOR READING INSTRUCTION

	MATERIALS	SKILLS/PROCESS PRODUCTS/EVALUATION	GROUPING/ INSTRUCTIONAL LEVEL
DEVELOPMENTAL (Skill development) (Developing reading skills with materials designed for that purpose)	Basal series Workbooks - Kits "Supplementary" developmental materials	Vocabulary enrichment Word attack skills Comprehension skills Teacher directed activities Oral reading	Homogeneous grouping according to reading ability Materials at instructional level of difficulty
FUNCTIONAL (Information-getting) (Getting information for a specific assignment)	Textbooks Encyclopedias How-to-do-it books Newspapers, maps Filmstrips, audio-tapes, movies, picture books	Individual/small group projects Artistic models and illus- trations Radio dramas Creative dramatics Panel discussions Mini newspapers and magazines Creative writing projects Demonstrations Formal evaluation	Heterogeneous grouping or Homogeneous grouping Materials relating to topic topic at instructional and independent levels of difficulty
RECREATIONAL (Enjoy reading experi- ences with self-selected materials)	Novels, short stories, magazines, newspapers	Self-selected materials Conversation in small groups Informal evaluation	Heterogeneous grouping Student-selected materials for reading at independent, instructional and frustra- tion levels of difficulty

ADDITIONAL SOURCES AND MATERIALS FOR FUNCTIONAL READING

PRINT RESOURCES

Reference Works

- books and encyclopedias
- dictionaries and thesaurus
- almanacs and atlases
- diaries and documents
- journals and letters
- anthologies
- microfiche and microfilm

Reference Sources

- card catalogue
- reference guides
- bibliographies
- indices

Current Sources

- newspapers and magazines
- bulletins and pamphlets
- catalogues
- telephone books

Graphic Aids

- maps
- charts and graphs
- tables and figures
- diagrams
- time lines
- pictures and posters
- cartoons and political cartoons
- photographs

NON-PRINT RESOURCES

Media

- camera
- overhead and opaque projectors
- tapes and records
- television and radio
- films, filmstrips and slides

Human Resources

- teachers, students, parents
- school personnel
- community service workers
- professional, business and industrial leaders
- specialists and collectors
- artists and craftspeople

Environmental Resources

- libraries and museums
- historical sites
- industrial sites
- transportation centers
- conservation areas
- points of local interest

FUNCTIONAL READING PROJECT PROCEDURE

1. Discuss topic selection; talk about too narrow and too broad topics.
2. Have students think about topics and make a list of two or three possible topics.
3. Have students write two or three questions about chosen topic.
4. Go to IMC; begin search for materials.
5. Don't overlook community resources.
6. Students find two or more sources of information.
7. Students begin notetaking by heading papers with questions and then reading and recording answers.
8. Notetaking becomes more sophisticated as students progress through grades.
9. Outline follows if students can handle it. Little ones decide what order to arrange papers.
10. Make visuals, models, etc. Have demonstrations, speakers, etc.
11. Share information with class - oral sharing preferred.
12. Invite parents or share with other grades, classes, etc.

BENEFITS

- Students become very proficient library users.
- Students in low ability groups who seldom touch a book take home piles of materials and read all evening.
- Parents are positively involved and enjoy seeing child's proficiencies.
- Great ego booster - "I can."
- Promotes development of interest groups crossing ability and grade lines.
- Boosts our library usage by over fifty per cent.
- Excellent for gifted, but great for all ability groups.
- Skills are practiced and good habits reinforced.
- Students love it

DRAWBACKS

- If you are a teacher who must have every student totally quiet, on the same page at the same time--forget it.

GRADE LEVEL RESPONSIBILITIES FOR SURVIVAL AND STUDY SKILLS

	<u>Survival Skills</u>	<u>Study Skills</u>
gr. 5	labels following directions	SQRRR
gr. 6	warnings and cautions on labels and products telephone book menus	SQRRR flashcards
gr. 7	public transportation schedules charts, graphs, diagrams, timelines advertising and media instructions on household products and appliances review of previous levels	SQRRR flashcards divided page notetaking test-taking memorizing techniques research organization and time management
gr. 8	travel items and maps (city, street, political, weather, topographical) floor plans and building directories propaganda and political items order forms application forms review of previous levels	SQRRR flashcards divided page notetaking test-taking (plus essay tests) memorizing techniques research organization and time management skimming and scanning

SUGGESTED SOURCES OF SURVIVAL SKILL ITEMS

sets of directions from kits, models, crafts, foods, appliances, household products
common labels from foods, household products
telephone books from the phone company or have staff bring in old ones after replacements
menus from local restaurants when they replace menus or prices change arrive
transportation schedules and timetables from local bus companies, airlines, etc. when
schedules or times change and new ones are issued
road maps from state highway or transportation department or community
city street maps from tourism bureau or chamber of commerce
travel materials from local travel agencies and staff, community, or students
regulations from local campgrounds, motels, swimming pools, parks, etc.
building and floorplans from building firms and architects, contractors, municipal
building planners for public buildings
guides from local hunter, snowmobile, or water safety instructors or YMYWCA
rules of the road books from driver education instructor or drivers license examiners
catalogs from Sears, J.C.Penney, Wards, and others from catalog centers and from
staff, community and students
job application forms from local businesses
social security number applications from nearest Social Security office
pamphlets from county service agencies, hospitals, clinics, on first aid, child care etc.
sets of directions and pamphlets from county agriculture and home extension offices
magazines - check with your high school, vo-tech school or college libraries to see
if they discard periodicals which are stored on microfilm - in many cases
the issues for the current year are thrown away and could be used to build
back files for your library
when a collection is accumulated it may be profitable to laminate items for long term use

GRADE 5
SURVIVAL READING

Skill objective: read and correctly comprehend basic information on common food labels
 Result: cereal boxes, packages from common foods students might prepare, use, or purchase - most can be brought by students and staff
 Activity: food package chart and twelve empty packages with a number 1 - 12 on each

	food category	3 main ingredients	artificial sweeteners, flavors, or colors	sugar	salt	serving size	cost per serving	calories per serving	vitamins or fortifiers added	NAME
#1										
#2										
#3										
#4										
#5										
#6										
#7										
#8										
#9										
#10										
#11										
#12										

MEMORY TECHNIQUES

1. Learn by parts organized into meaningful wholes. ex. SQ3R or time-spaced learning
 - a. divide material into smaller units
 - b. study one unit, then break, then review the first unit before beginning to study the second unit, study the second unit, then break, then review the first and second units before beginning to study the third unit, etc.
2. Use active self-testing.

ex. the Recite step of SQ3R or the use of divided page notes
3. Use rhythm, grouping, meaningfulness, and organization.

ex. "thirty days hath September. . ."

when learning the skeletal bone, learn trunk from top to bottom, arm from top to bottom and leg from top to bottom
4. Repetition

ex. drill and flashcards
5. Visualization - form vivid concrete pictures showing interaction between elements

ex. mentally picture Grant and Lee at the Court House signing papers with troops waiting outside
6. Association -mentally tie one element to another

ex. remembering names and faces

 - a. listen closely and get the name pronounced clearly or pronounce it yourself
 - b. focus on the face, especially less changeable features
 - c. make the name meaningful and concrete - hug bee for Higbee
 - d. associate memorable facial feature with name - if Higbee has large brown eyes, picture a bee with large brown eyes hugging itself
 - e. review association with name
7. Distributed practice ex. time-spaced learning
8. Cues or stories

ex. name the Great Lakes - HOMES

" " colors of the visible spectrum - ROY G. BIV

" " planets from the sun out - Man Very Early Made Jars Serving Useful Needs Perfectly

spell February - Feb. is a cold month BR!

equation for changing Farenheit to Centigrade - "Friday is the same 9 to 5 in college, but there's only 32 minutes to go. F=9/5C+32

STUDY HABITS CHECKLIST

NAME _____

SUBJECT _____

brings necessary books and materials to class
 is on time
 begins to work promptly
 makes wise use of class time
 asks for help or directions when needed
 turns in assignments on time
 turns in neat and legible written work
 plans ahead for long-range projects
 uses study time effectively
 takes home work as needed, returns it completed
 studies in advance for tests
 completes make up work promptly
 pays attention in class
 writes down assignments
 tries best on every assignment

ALMOST
ALWAYS

ABOUT
1/2 TIME

SELDOM

SKILLS WHICH REINFORCE AND APPLY BASIC SKILLS

GRADE _____	LEISURE AND TRAVEL	HEALTH AND SAFETY	CONSUMERISM	OCCUPATIONAL KNOWLEDGE	GOVERNMENT, LAW, AND CITIZENSHIP
READING					
MATH					
WRITTEN AND ORAL COMMUNI- CATIONS / LANG. ARTS					

FLASHCARDS AS AN AID TO MEMORY

Much of studying involves the remembering of different kinds of information. In courses where there are large amounts of factual kinds of information, the use of flashcards may be helpful. Items to use with flashcards are vocabulary words and definitions, names and dates, states and capitals, cities and countries, and basic math facts.

The primary advantage of flashcards over other review techniques is that since the cards are more conveniently carried, they will probably be reviewed more often than material in a notebook or a textbook. Frequent review of cards is what makes them effective. Short reviews frequently repeated will generally be more effective than long sessions of cramming.

Objections to flashcards usually state that "they take too long to make." One should keep in mind, however, that prepared blank cards can be inexpensively purchased now and that writing down the material on the cards is an aid to memory in itself. One learns even as one prepares the cards.

Suggestions for flashcard use.

1. Review cards often. Carrying them with you will make frequent review easier.
2. Prepare the cards as soon as the material is assigned so that there is ample time for learning.
3. Spend the most time on new or difficult material. Review all the cards in a set occasionally to maintain long-term memory.
4. When learning cards for the first time, break them up into small groups of three to five items per group. Learn one group of cards, move to another group, then review both groups together.
5. Shuffle the cards frequently and flip through them rapidly. This avoids learning the cards in a certain order. Practice with the cards using first one side and then the other. This prepares you for tests with questions based on either set of information, such as giving the state and student writes the capital or giving the capital and the student writes the state. Either way, you are prepared. Remember it is not the cards that improve memory; it is rather how often they are reviewed.

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Jamestown Publishers, Skimming and Scanning.

I also wish to acknowledge the advice and materials contributions of
Bernice Bragstad LaFollette High School, Madison, Wisc.
Dr. Macmillan Reading Dept., Winona State University, Winona, Minn.
Dr. Alton Raygor Reading and Study Skills Dept., University of Minnesota.
Dr. Ken Dulin Student Services Dept., University of Wisconsin, Madison.

SCHOOL DISTRICT OF HOLMEN

SEVENTH AND EIGHTH GRADE READING

We expect our students to have the necessary skills to be considered functionally literate, to be able to perform the reading tasks necessary to survival in everyday society, to be able to profit from vocational, occupational, or professional training or education, to be able to investigate and independently learn about a topic of personal interest, and to be able to read for recreational enjoyment.

In order to reach these goals, we are teaching our students to read and use the following developmental skills.

vocabulary from context	personification
prefixes and suffixes	vague expressions
root forms	proverbs
idioms and jargon	sarcasm
simile and metaphor	symbolism
dictionary and encyclopedia	fiction and nonfiction
maps - political, product, weather, street	fantasy and realism
index	denotation and connotation
tables	story elements
diagrams	propaganda
timelines	assumptions
graphs	exaggeration
card catalog	fact and opinion
contents page	cause and effect
almanac	foreshadowing
following directions	irony
paragraph topics	inferences
paragraph main ideas	sequence
main ideas in articles	outlining
conclusions	author's purpose

We apply and practice these skills on the following survival materials.

following written and oral directions
product label information
directions on common household products, appliances, etc.
white and yellow pages of the telephone book
warning and cautionary words and messages on products
menus
schedules from public transportation (bus, train, airline)
TV Guide and critical TV viewing
magazines
newspapers
advertising (interpreting and evaluating)
travel maps, brochures, etc. for states, cities, tourist attractions
floor plans for government and historic buildings, apartments, homes
order forms from catalogs, brochures, etc.
applications for jobs, social security, driver's license, etc.
propaganda and political items (interpreting and evaluating)

We also teach the following study skills.

listening and Cornell method notetaking*	analyzing test performance
mapping textbook information	memory techniques
SQ3R method of studying textbook materials	skimming and scanning - reading
organization, time management, and goal setting	rate adjustment to suit differing kinds of reading material
how to study for tests	summarizing
taking objective tests	researching
taking essay tests	

(*divided page, S Survey, Q Question, R Read, Recite, Review)

TITLE OF PROJECT A Basic Skills Program for Disadvantaged Students in a Non-traditional High School

CONTACT PERSON Jane Wiley

ADDRESS Wisconsin Higher Educational Aids Board
124 North Third Avenue
Wausau, Wisconsin 54401

PHONE 715-842-0871

TYPE OF AGENCY Secondary, State Agency

SUBJECT AREA Basic skills competency in reading, math, writing, science, social studies, basic living skills

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM An alternative high school for potential drop-outs (most of whose families are economically and/or educationally disadvantaged). The school provides individual and small group classes in basic skills and a required senior class in "careers" which leads to career decision-making re: employment/continued education.

GOALS Reduction in high school drop-outs; basic skill competency; career decision-making.

SPECIFIC SERVICES It is a self-contained high school. See narrative that follows this program description.

DURATION OF PROGRAM Since 1972

ANTICIPATED OUTCOMES/EVALUATION STATUS Graduation from high school with basic skill competency, successful adjustment to the "adult" world, continued post-secondary education, realistic and successful career goals.

REPLICATION POTENTIAL Current budget \$29,000--includes 2.5 staff positions.

COORDINATION EFFORTS Funding through North Central Community Action Program including funds from Marathon County; Wisconsin Higher Educational Aids Board teacher/counselor; YMCA contributes membership in Y for physical education program; Marathon County Family Planning Agency teaches a specific course; NCTI-Career Evaluation Center; and community volunteers for other classes.

UNIQUE/SUCCESSFUL CHARACTERISTICS Coordination of several agencies and the local parochial high school's willingness to participate in the affiliation for diploma-granting purposes.

ADDITIONAL INFORMATION See narrative that follows this program description.

STOREFRONT ALTERNATIVE CENTER

The Storefront Alternative Center began in Wausau in 1972 as a Community Action Program staffed by VISTA volunteers. Until 1977, it was affiliated with the local schools in the sense that credits were transferred to the public schools for graduation.

In 1977 the school became a private diploma-granting high school and began its educational affiliation with Newman High School.

The student body averages 45 high school students per year. Referrals are from guidance counselors in the five-school metropolitan Wausau area, juvenile probation officers, the Courts, Marathon County Social Services, and student/parent referrals. Anyone who is a high school student or drop-out is accepted although those students who do not meet attendance requirements and/or the educational requirements of the program are asked to leave.

Basic skill competency is stressed by means of reading and math assessment programs at the time of admission and basic skill work is continued by individual and small group programs throughout the student's academic program.

Graduation requirements include reading and writing classes each year; mathematics competency (which is tested) through ninth grade general math; six science classes (three of which are required); two social studies classes; nutrition, life styles, and careers. In addition, students must be able to read and understand the Declaration of Independence. There are also eight to ten elective classes per year.

The careers class, which is taught by an employee of the Wisconsin Higher Educational Aids Board's Educational Opportunity Program, seeks to

expose seniors to post-high school opportunities in the area through field trips to factories, schools, and agencies, speakers and career/interest inventories. Prior to this addition to the curriculum only one graduate had attended a post-secondary program. Now that students are aware of educational opportunities and available financial aid, more are electing to continue their education beyond high school. As a result current classes at the school are being re-evaluated to meet a broader range of student needs and additional classes available in the community are being explored.

TITLE OF PROJECT Approaches to Measuring Oral Communication Competency

CONTACT PERSON Clay Willmington

ADDRESS University of Wisconsin-Oshkosh
Speech Department
Oshkosh, Wisconsin 54901

PHONE 414-424-4423

TYPE OF AGENCY Post Secondary

SUBJECT AREA Oral Language

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM This program involves the utilization of appropriate approaches to measuring oral communication competence with validity and reliability.

GOALS The goal of the project is to efficiently and reliably test for oral communication competence.

SPECIFIC SERVICES This project serves university students.

DURATION OF PROGRAM The first year for the project was 1981-82.

ANTICIPATED OUTCOMES/EVALUATION STATUS The outcome of this program is that upon the successful completion of the test of oral communication competency, one can be assured that the student is indeed a competent oral communicator.

REPLICATION POTENTIAL A comprehensive test of oral communication competence is overwhelming in time and cost. This program utilizes relatively inexpensive means.

UNIQUE/SUCCESSFUL CHARACTERISTICS This project is unique because those in speech have been slow to overcome common obstacles to measuring oral communication competence, such as a lack of a common definition, subjectivity, and the time and money required. Because this is a test of oral communication, the student performs orally. The test involves the student performing in two settings, formal and informal: In the formal, s/he presents a prepared informative or persuasive message: In the informal, s/he speaks interpersonally with the teacher (or the test administrator).

TITLE OF PROJECT Kentucky Educational Television - GED

CONTACT PERSON David A. Wouters

ADDRESS Northeast Wisconsin Technical Institute
2740 West Mason Street
Green Bay, Wisconsin 54303

PHONE 414-497-3125

TYPE OF AGENCY Post Secondary

SUBJECT AREA Math, Reading, Social Studies, Science, English Grammar

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM A TV series to help adults finish high school at home. Watch series regularly and follow along with a study guide to learn skills to pass GED Test and earn a High School Equivalency Diploma. A unique combination of entertainment and education. Series has 34 30-minute TV lessons, with two lessons each week. Additional telephone or classroom tutoring available through Northeast Wisconsin Technical Institute.

GOALS For a larger segment of the adult population to earn their high school equivalency diploma.

SPECIFIC SERVICES The services provided are orientation, guidance, tutoring. 566 persons are served and there are 17 week sections per year. Population is selected by response to various forms of advertising. Individuals who desire to complete their high school education and receive their GED diploma are eligible to be served by the program. Services are provided district-wide with contact/instructional personnel based at NWTI-GB. Population served - adults 18 or over without high school diploma.

DURATION OF PROGRAM Since January, 1980

ANTICIPATED OUTCOMES/EVALUATION STATUS Intrinsic to the success of the program was the follow-up telephone calls. This type of communication enabled us to provide emotional support, answer questions, gather data, recommend classroom tutoring and telephone tutoring. Our statistics bear out a distinct correlation between the classroom/telephone tutoring and successful completion of the program. Our experience during this initial program has prepared us for a more thorough, broad-based beginning, with plenty of lead time for the Fall series. This will involve an extensive advertising program. It may include personal presentations before groups, as well as heavy exposure of registration information materials, placed in appropriate places throughout the community, and of course the news media. We plan to have orientation meetings and a complete follow-through in all areas of the program.

REPLICATION POTENTIAL Project has been offered in most VTAE districts state-wide with varying degrees of success, it has high replication potential. Staff requirements to do so would be one part-time GED liason/para-professional and one part-time instructor.

COORDINATION EFFORTS Hospitals, Social Services, welfare, senior citizens, jails, nursing homes, and DVR. The program was initiated with the assistance of Charlotte Martin, WBVTAE and CETA personnel - GETO. This project is supported district-wide by the GOAL/ABE program.

UNIQUE/SUCCESSFUL CHARACTERISTICS a) Delivery system - through T.V. Reaching the unreachable, b) Support system - counseling, telephone tutoring, classroom instructions available if needed, c) need - 50% over 18 in northeast Wisconsin do not have high school diploma.

ADDITIONAL INFORMATION It is a life changing experience for people who thought a high school diploma unattainable. We are seeing the majority of completers go on into higher education, enhancing their self-concept.

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MEDIAS USED TO PUBLICIZE THE GED-KETV SERIES

I. Posters

- 1) Map out areas to be covered daily.
- 2) Personal contact made with one in authority for permission to post.
 - a) Preferably at time of posting.
- 3) Distributed widely through-out community.
- 4) Personally delivered to eight coordinators in outreach areas.
 - a) Most coordinators posted in their areas.
 - b) Sent coordinators lists of those who inquired about series and/or registered in their geographic areas.

II. Radio

- 1) Telephone contact made with each station manager or public service director to request Public Service Announcements (PSA's) concerning the series.
 - a) There is no charge for PSA's.
 - b) State did place paid radio spots, but not in Northeastern Wisconsin.
- 2) 30-second spots sent to 11 stations.
- 3) News releases sent to 20 stations.
- 4) Telephone interviews with WDUZ and WGEE.
 - a) Initiated by Mark Alkire, Supervisor of Public Information - NWTI.

III. Television

- 1) First Noon-Show Channel 2.
 - a) Appearance by Dennie Marks, GED liaison - NWTI-Green Bay.
 - b) Arranged by Mark Alkire.
- 2) Editorial - Channel 2
 - a) Telephone contact made with General Manager of the station for appointment.

- b) Met with him personally with information and statistics.
 - c) Editorial resulted in two additional promotions (Public Affairs and Prime Time News).
- 3) Second Noon-Show Channel 2.
- a) Appearances by Dennie Marks - GED liaison, Gerri Czarnecki-Support teacher, and Lynn Marshall - GED-KETV student.
- 4) Channel 5 - Information sent to station manager.
- a) No response after first telephone call.
 - b) Called again and he assured me he would do something with the information.
- 5) Prime-Time News Special - Channel 2 10/7/80.
- a) Appearances by Dennie Marks, Sergeant Roger Helgersen - County Jail, graduate of TV series, resident of County Jail.
 - 1. Story revealed his registration, testing, and graduation.
 - b) Dave Wouters, Developmental Coordinator of the ABE Department had suggested that I distribute posters at the jail, which I did.
 - c) Sergeant Helgersen was most receptive to the idea and was responsible partially for the TV News Special, since it was he who asked the inmate if he would tell the story.
 - d) Station Manager at Channel 2 was called again and he was happy to do the story.

IV. Newspaper

- 1) Success story about a January series student.
 - a) Telephone contact with student to ask if she would tell her story.
 - b) Telephone to Len Wagner, Features Editor of the Press Gazette, related the story to him, he liked it and had reporter Dave Tianen follow-up.
- 2) Ads sent to:
 - a) The Compass
 - b) News Chronicle

- c) MECA
 - d) Ashwanbenon Press
 - e) Senior Focus
 - f) Tony Kuick - Church Bulletins
- 3) News releases sent to twenty-seven newspapers.
- 4) News Chronicle printed story about graduate housed at the County Jail.

PUBLIC SERVICE ANNOUNCEMENT

GED
30-seconds
Sept. 20-30
Contact: Dennie Marks
497-6071

DO YOU NEED A HIGH SCHOOL DIPLOMA TO GET A JOB, GO TO SCHOOL, OR JUST
TO FEEL GOOD ABOUT YOURSELF? IF YOU ARE EIGHTEEN OR OLDER, THE GED TEST
MAY BE YOUR ANSWER. YOU MAY PREPARE FOR THESE TESTS IN YOUR OWN HOME BY
WATCHING TV. THE TV COURSE FOR GED PREPARATION STARTED SEPT. 15, BUT
LATE REGISTRATIONS ARE WELCOME. INTERESTED? CALL NWTI-GREEN BAY AT
497-6071 FOR MORE INFORMATION. THAT'S NWTI-GREEN BAY 497-6071.

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Northeast Wisconsin Technical Institute

Green Bay Campus

2740 West Mason St.
Green Bay, WI 54303
414-497-3125

Dr. Gerald D. Prindiville, District Director

NEWS RELEASE: #80-1

Date: Sept. 26, 1980
For Further Information
Contact: Ms. Dennie Marks
497-6071

FOR IMMEDIATE RELEASE

TV High School for Adults is an exciting TV series designed to help adults prepare for the GED tests at home. By watching this series on your local educational channel regularly and following along with the workshops, which may be purchased through NWTI, students should learn the skills needed to pass the GED (General Education Development) Test and earn a High School Equivalency Diploma.

The five subject areas found in the GED test - math, science, social studies, reading, and writing skills - are covered in the program. This series is a unique combination of entertainment and education with 34 30-minute TV lessons - two lessons each week.

Any adult 18 years and older whose 9th grade class has graduated may register.

Your local Vocational, Technical, and Adult Education School has the tapes available for viewing if you miss a program.

A support teacher will be available for conferences at specific times during the week or by appointment if you have questions.

- continued -

"NWTI is an equal opportunity employer in compliance with the Title IX Educational Amendments of 1972".

NORTHEAST WISCONSIN
VOCATIONAL TECHNICAL AND ADULT EDUCATION DISTRICT

The GED Exam is given at your local Vocational, Technical, and Adult Education School.

The course is now underway, but late registrations are still being accepted.

Program and Materials Fees (including 3 workbooks cost \$14.56. If books are mailed the cost would be \$1.00 extra (\$15.56).

To register or for more information call Dennie Marks at NWTI. Her telephone number there is 497-6071.

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Power
WBAY-TV Green Bay
Opinion
NORTHEAST WISCONSIN COMMUNICATIONS INC.

Delivered by

80-42

WILLIAM M. DUNAWAY
General Manager

on

October 19-20, 1980

It is a frightening fact that over 50 percent of the residents in northeastern Wisconsin have no high school diploma. There are probably many reasons for this dropout record, but whatever the situation, once the decision to leave school has been made, it is often difficult to go back. Jobs and family sometimes seem to impose a burden that is too difficult to overcome. It is felt that there is no time to complete one's education or that there is no convenient place to take the necessary courses. Well, now the Wisconsin education TV station and the Northeast Wisconsin Technical Institute are offering a series of television programs which can be viewed in the privacy and comfort of your own home. The 34 broadcast segments offer an opportunity to learn what's necessary to pass a general educational development test. This five part exam is designed to give adults credit for the information they have acquired each day of their lives. Today's society demands that those people who hope to advance in their jobs or develop other career opportunities have the educational equivalent to a high school diploma. If you are at all interested we encourage you to contact NWTI before October 28th at 497-6071 or 495-3125 for further information and registration forms. Television is a powerful learning tool. We commend Channel 38 and NWTI for participating in this program.

That's a WBAY Opinion. We would like to hear yours.

This is an expression of editorial opinion by WBAY TV. Opposing views are welcome.
WBAY TV is using its power to communicate to foster a public exchange of ideas.
We will provide a reasonable opportunity for responsible groups and spokespeople to respond.
2 Power is at your service. Contact: Opinion, WBAY-TV, 115 S. Jefferson St., Green Bay, WI 54301
Phone 414-432-3331

TITLE OF PROJECT Academic Improvement Through Language Experience

CONTACT PERSON Tom Zuhlke

ADDRESS 625 - 52nd Street
Kenosha, Wisconsin 53141

PHONE 414-656-6378

TYPE OF AGENCY Elementary, Secondary

SUBJECT AREA Reading, Writing, Language

LOCATION Urban

DESCRIPTION OF PROJECT/PROGRAM The program is funded by Chapter I ECIA and provides service to students with learning problems in grades K-10. The language experience approach is utilized to meet the individual assessed needs of the participants.

GOALS The goals of the program are to improve reading and language skills in order to have the students succeed in the educational mainstream.

SPECIFIC SERVICES Students are selected from among those in the lowest three stanines in school district testing. Approximately 1400 students are served during the school year. Services are supportive to the regular classroom sessions and are provided to public and non-public school students on public school premises. Students meet with the project staff at least twice each week.

DURATION OF PROGRAM Since March, 1966

ANTICIPATED OUTCOMES/EVALUATION STATUS It is anticipated that average growth for project participants will be five Normal Curve Equivalent points. This far exceeds prior rates of growth which were obviously much less than zero.

REPLICATION POTENTIAL In the State of Wisconsin, a certified reading teacher is required. In addition to staff, less than \$10 per student is required for materials.

COORDINATION EFFORTS The resource center staff works in close cooperation with classroom teachers and principals. Parent and community involvement are essential components of the program.

UNIQUE/SUCCESSFUL CHARACTERISTICS The program uses the language experience approach to meet the needs of students having problems succeeding with the traditional approaches.

ADDITIONAL INFORMATION The Kenosha Model: Academic Improvement Through Language Experience, has been determined to be an exemplary program by the Joint Dissemination Review Panel of the U.S. Department of Education. It is funded by the National Diffusion Network.

Hi,

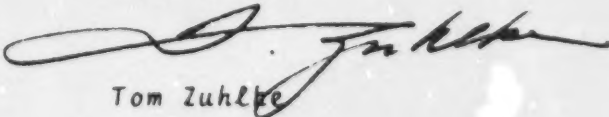
On the following few pages, the staff of Kenosha Model: Academic Improvement Through Language Experience has woven together a small sample of their program design.

This sampler includes only bits and pieces of the complete fabric. The staff hopes that a portion of their pride and commitment to the entire process is reflected.

The selections sampled are representative of the key components of the Kenosha Model. We have included a few of the processes and procedures essential to our style of language experience instruction.

We hope our sampler will prompt you to consider adopting the Kenosha Model: Academic Improvement Through Language Experience.

Sincerely,



Tom Zuhlke

LISTENING SPEAKING READING WRITING IS

The Kenosha Model:
Academic Improvement
Through
Language Experience

Our Resource Center approach places emphasis on effective communication. We believe that students can talk about that which they have experienced, write about that which they have spoken, and read about that which they have written. Then too, they can read each other's stories.

To carry out our program, we try to stimulate, motivate, and encourage students to be aware of their environment and their own ideas. We guide them to become better thinkers. We expect them to use a variety of instructional tools and equipment. We help them. That's our job.

Students are selected to be served by the program according to their individual needs. Each student has his or her own Personalized Performance Plan. It's up to us to use diverse techniques to promote academic improvement through language experience.

LANGUAGE EXPERIENCE CONCEPTS FOR THE STUDENT

I CAN think about that which I have experienced - talk about what I think. What I can talk about I can express in some other form: write, paint, dramatize, mode, construct.

I CAN READ what I can write by myself, what others write for me.

As I talk and write, I use some words and clusters of words...some over and over...some not so often. As I write, I need to represent the sounds I make through speech. I use the same symbols (letters) over and over.

Each letter of the alphabet stands for one or more sounds that I make when I talk.

As I read, I must add to what an author has written if I am to get full meaning and pleasure from print.

PHILOSOPHY

LANGUAGE EXPERIENCE CONCEPTS FOR THE TEACHER

The basis of oral and written expression is sensitivity to the environment.

Freedom in self-expression (oral and written) leads to self-confidence in all language usage including grammar, punctuation, capitalization and spelling.

Interaction, the only process through which language matures, is promoted through the use of numerous activities and experiences.

Utilization of the student's own language as the basis for reading construction results in a degree of independence of writing and reading.

KENOSHA MODEL:

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

elementary resource program

PURPOSE: The purpose is to promote academic improvement through language experience for elementary students with a demonstrated need for supportive services.

PHILOSOPHY: The learning experience is based upon the philosophy that students can speak about that which they have experienced, write about that which they have spoken, and read about that which they have written or dictated.

PHYSICAL SETTING: The Elementary Resource Center is located in a standard size classroom. The center should exhibit a mood of informality in order to make it conducive to individual and small group instruction.



Motivational materials should be prominently displayed and easily accessible to all program participants. Various study and interest centers are established to serve the individual needs and changing tastes.

Student work is attractively displayed and changed frequently as new language experiences are developed and expanded.

STAFF: A certified reading teacher with elementary school background, an instructional aide and community aide staff each Resource Center. On call, the supportive staff includes the Team Leader, Community Liaison Teacher, and Transitional Language Teacher.

RESOURCES: To carry out the program, the Resource Center Teacher is not limited to those learning materials found in the regular classroom.

Test



1. To provide further individual assessment planning for the student's needs, a variety of test materials are available including:

- A. District Standardized Testing Results
- B. Classroom Testing Results
- C. Peabody Picture Vocabulary Test
- D. Peabody Individual Achievement Test
- E. Woodcock Reading Mastery Tests
- F. Key Math
- G. Slosson Test
- H. Locally developed instruments.

Kits



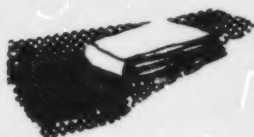
2. To provide ideas and initial materials, kits such as the following are available:

- A. Peabody Language Development Kit
- B. Story - starters
- C. Stories on cassettes or records

Materials & Supplies

3. Materials collected for staff created teaching devices may consist of pizza boards, magazines, buttons, cardboard boxes, gameboard grids, puppets, puppet theater, magic markers, clay, a variety of sizes and weights of paper, and binding materials.

Purchased Materials



4. Purchased materials might include a variety of art supplies, paper of assorted measurements and styles, and story starters such as Snoopy stamps or stickers.

5. Food supplies, film and developing, and miscellaneous materials are purchased by the Resource Center Teacher to support language experience activities.

Equipment

7. While a great deal of specialized equipment is not required to implement the language experience approach, some Resource Center Teachers use equipment such as cassette recorders, listening centers and cameras.

Community

8. Sources for language experience activities can be developed in the community by visiting places or asking representatives to come to the Resource Center. Local places include many businesses and industries listed in the yellow pages of the telephone book.

Techniques

To carry out the Personalized Performance Plan, the Resource Center Teacher utilizes techniques appropriate to the identified needs and learning style of the participant. Resource Center Teachers draw upon but are not limited to activities such as food experiences and field trip experiences, student authorship, group stories, community resource people presentations, and utilization of a variety of instructional media.



PARENT INVOLVEMENT:

Parents are involved in the program through conferences, meetings, training sessions, and/or as parent volunteers.

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

POSITION DESCRIPTION

POSITION TITLE: Extended Day Kindergarten Teacher

QUALIFICATIONS:

Required:

- . Bachelor's Degree or higher in Education
- . Professional Certification in kindergarten
- . Successful teaching experience
- . Understanding and acceptance of the program philosophy
- . Demonstrated ability to individualize instruction for kindergarten children using the language experience approach
- . Ability to design attractive interest centers

Desired:

- . Extra courses or training in early childhood education or related fields
- . Strong personal interest in language growth and development
- . Creativity, resourcefulness



LINE AND STAFF RELATIONSHIP:

Directly responsible to the building principal coordinatively responsible to the Program Director through the Team Leader.

POSITION GOAL:

To promote academic improvement through language experience for kindergarten children demonstrating developmental lags.

PERFORMANCE RESPONSIBILITIES:

Student Selection

1. Develop a list of potential participants from the district's pre-school screening.
2. Solicit referrals from other kindergarten teachers.
3. Conduct in-depth assessment on a minimum of twenty-five children.
4. From among the children screened, select the eighteen to twenty in the most need for inclusion in the program.

Personalized Performance Plan

5. Administer locally developed Kindergarten Abilities Survey and standardized achievement tests.
6. Review all the available information on each child.

SAMPLE

7. Develop a written Personalized Performance Plan for each child based on all accumulated data.
- Instruction 8. Provide for individualized small group instruction using the language experience approach.
9. Design attractive interest centers to meet the rapidly changing needs of young children.
- Supervision 10. Plan for, instruct, and supervise Extended Day Kindergarten Aide.
- Consultation 11. Consult with the principal, kindergarten teachers, community liaison teachers, Resource Center Teachers, and parents to gain a more thorough knowledge and understanding of the child.
- Evaluation 12. Administer and record pre and post test information for each child in the program.
- Parent Volunteers 13. Recruit, schedule, and direct volunteer parent workers.
- Parent Involvement 14. Involve parents in the program through conferences, meetings, and training sessions.
- Program Communication 15. Communicate the purposes and the philosophy of the program to other building staff and the public.
- In-Service 16. Be available for all staff meetings scheduled by the Program Director and/or Team Leader.
17. Participate in state and regional in-service training sessions.
18. Visit related programs for professional growth in the language experience approach.

The secret of education lies in respecting the pupil.
-Emerson

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

Personalized Performance Plan

Student's Name _____ School _____ School Year _____

Schedule _____ Referring Teacher _____ Grade _____

Enrollment Date: _____ Dismissal Date: _____

Reason for Referral:
Standardized Test Results _____ Title _____

Educational Deficiency and/or Test Results:

Educational Objectives:

Program Content:

The Personalized Performance Plan is completed for each student selected for the Resource Center. The purpose of the Plan is to assess the student's needs and develop strategies to remediate the deficiencies. This plan is maintained in the Resource Center.

Termination of Service Observations:

356 _____ Resource Center Teacher Signature

Resource Center staff members develop Language Experience Plans appropriate to the needs of the students being served and the availability of resources to meet these needs.

The Kinoshita Model: Academic Improvement through Language Experience staff guide contains forty or so samples of these plans. Two samples follow...

LANGUAGE EXPERIENCE PLANS

Let our teaching be full of ideas. Hitherto it has been stuffed only with facts.

-Anatole France

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

Language Experience Plan



I. EXPERIENCE: **Getting to Know**

II. OBJECTIVES: **Senior Citizens**

- . To appreciate the fact that senior citizens have knowledge and skills.
- . To develop a relationship with an elderly person.
- . To enjoy cross-age communication.
- . To practice writing skills by writing thank-you notes and stories.

III. VOCABULARY DEVELOPMENT

heading	postage	visitors	nursing home
greeting	envelope	diabetic	convalescent
body	nurse	sanitary	wheel chair
closing	resident	ramp	social security
signature	elderly	attendant	return address
stamp	patient	retirement	nurse's aid
crafts	doctor	pension	

IV. FOLLOW-UP ON EXPERIENCE:

- . After visiting a local nursing home, write letters to some of the residents. Develop a per-pal relationship. Exchange photos, if possible, with the residents.
- . Review the parts of a letter or note (heading, greeting, body, closing, signature).
- . Invite several residents of the nursing home to visit the school to share their talents or experiences with the children.
- . Have one resident show the children how to make something (such as a stained glass vase or a yarn flower). Write the directions on an experience chart. Let the students make the object by following the directions.
- . Remember residents on special occasions.
- . Read books from the library that will develop awareness and understanding with aging people, such as:

Rocking Chair Rebellion; Clifford, Eth; Houghton Mifflin, 1978
A Look At Old Age; Anders, Rebecca; Learner Pub. Co., 1976
Growing Older; Ancona, George; Dutton, 1978

- . Find out about grandparents. Have children tape record stories that grandparents tell about when they were young. Use photos to stimulate ideas for the conversation.

SAMPLE

ACADEMIC IMPROVEMENT THROUGH LANGUAGE EXPERIENCE

Language Experience Plan

I. EXPERIENCE: **Making Vegetable Soup**

SAMPLE

II. OBJECTIVES:

- .To acquaint students with different kinds of vegetables.
- .To become aware of the procedure in making vegetable soup.
- .To expand vocabulary related to a food experience.

III. VOCABULARY DEVELOPMENT:

carrot	potato	peeler
celery	tomato	diagonal
corn	soup bone	whole
onion	vegetable soup	halves
green pepper	dice	quarters
green beans	cube	bunch
sieve	colander	kettle
ladle	one-half	empty
root	one-fourth	stem
seed		

IV. FOLLOW-UP EXPERIENCE:

- .Talk about the various vegetables and what part of the plant they are.
- .Demonstrate and have students dice, cube and peel vegetables.
- .Read recipe. Recall ingredients.
- .Write a group chart or individual experience stories on how to make vegetable soup.
- .Compare "Stone Soup" by Marcia Brown to making vegetable soup.
- .Make a picture recipe for vegetable soup.
- .Collect seed catalogs. Cut and paste vegetable pictures into a large collage.
- .Read about vegetables in such books as:
The Vegetable Book by Cynthia Overbeck
Vegetable Soup Activities by Mary Shepard
Vegetables On Your Plate by Veva Elwell Allee
- .Make vegetable people. Choose a favorite vegetable and give it human characteristics.



SAMPLE

_____ had a

Title One--derful Day

on _____

signed _____

PARENT INVOLVEMENT

One of the guidelines of the Kenosha Model: Academic Improvement Through Language Experience is that parents have an avenue of expression available to them. Every Resource Center has an active parent group. Representatives from these meetings make up the District-wide Advisory Council.

Parents are informed of the progress of their children by phone contacts, home visits, and "One-derful Day" notes. A sample is shown above.

Parent training sessions are held periodically on reading, individual language experience activities, how to help a child at home, nutrition, and health. Daily reading is reinforced through participation in the 100 Minute Club and other directed activities.

Invitations to parent meetings and/or activities are brief, attractive, and informative. Usually, some picture or attention-getter is prominent on the invitation so that the student also can verbalize about an upcoming meeting to their parents. A sample sheet follows. Additionally, if a student presentation is part of the meeting, sometimes the children will write personal notes to their parents to attend.

RESOURCE CENTER

T-Shirt Tales



We learned new vocabulary such as pattern, trace, fold, center, and logo. Then we developed the concept of a tale; fairy tale, tall tale, imaginary tale, pretend and make believe. We compared the spelling and the meaning of words tale/tail. After that, we wrote our t-shirt tales which are typed on the inside of a paper t-shirt cut-out. We put a Title I sticker on the shirt front.

SAMPLE

Sticker Stories

We choose a set of stickers (Dennison Seals, Hallmark or Drawing Board Perk-Ups) on something we like. We describe what is shown on the sticker. We talk about it. Then we write one story for each sticker. Finished stories are stapled together. The stickers motivate us to write stories that have related vocabulary.

We design a cover for the book. Later, we write letters to other grown-ups in the building and make appointments to read our books to them.

Anyone who reads the book or listens to us read the book can autograph it. We collect ten signatures for each book we write.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
TITLE I E.S.E.A.

Hill Crest Elementary

PARENT MEETING
AND
LANGUAGE EXPERIENCE

SAMPLE



WHO: Parents and Children

WHAT: For Parents, an important explanation, film, and live demonstration by Fireman Ray Bloxdorf on C.P.R. and first aid for the summer.

For Children, a chance to watch Happy Days with your friends and make a treat to eat! Younger brothers and sisters also welcome.

WHERE: HILL CREST TITLE I
RESOURCE ROOM/LIBRARY for Kids

WHEN: June 5, Tuesday
From 6:30 - 8:00 p.m.

WHY: To promote greater parent involvement and interest in the Title I program and community services.

Detach and return

___ Yes, I am coming June 5,

___ No, I can't make it.

___ Please pick me up. I need a ride.
My address is _____

The Language Experience Theory

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Language Experience Ideas

SAMPLE

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THE VOCATIONAL STUDIES CENTER

University of Wisconsin-Madison

The Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of the problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

Merle E. Strong, Director

Roger H. Lambert, Associate Director

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